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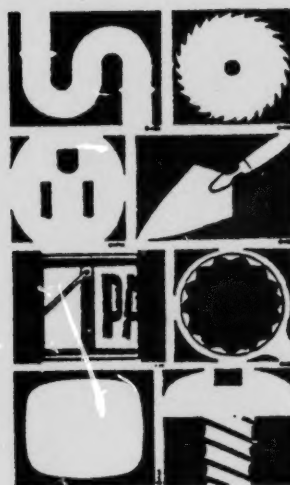
ABSTRACT

This handbook is designed to help vocational teachers promote the development of student oral communication skills in cluster programs. It is divided into two major sections on speaking and listening. Covered in the unit on speaking are the following topics: the importance of speaking in general and in vocational education classes in particular, specific speech skills that are needed, assessment of speech skills, elements of good speech, and transmitting information. The section on listening deals with various issues, including the importance of listening in general and in vocational education in particular, the specific listening skills that are needed, what teachers can do about their students' listening habits and skills, formal and informal methods teachers can use to assess listening, listening to content, and listening to intent. The first part of each section contains definitions, skills, and assessments. The remainder of each section describes the concepts and gives suggestions for implementing skills in the classroom via an assortment of activities. (MN)

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SPEAKING & LISTENING IN VOCATIONAL EDUCATION



Developed By

Sweet Home High School

Vocational-Technical Education Department
Oregon State University

Division of Vocational Education
Oregon Department of Education

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PREFACE

This handbook was developed to help the vocational teacher help students do a better job of solving speaking and listening problems in order to be successful in vocational classes. Most of the examples in the handbook were derived from business classes. However, the procedures explained here can and will work in any vocational class.

The Sweet Home High School and the Vocational-Technical Education department at Oregon State University worked together to develop and test the ideas in this handbook. This effort was made possible through a grant from the Oregon Department of Education.

Our goal was not to make a speech teacher out of you, but to give you some very practical assistance in working with your students. The ideas in this handbook have worked for the teachers who have tried them. We sincerely hope that you will find these ideas useful.

ACKNOWLEDGEMENTS

This document is the result of the generous and professional efforts of many persons. The contributions of numerous agencies which creatively helped develop the methodology are gratefully acknowledged. Without them, this handbook would not be a reality.

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ORIENTATION TO THE HANDBOOK

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to help vocational teachers promote the development of student oral communications skills in cluster programs.

HANDBOOK ORGANIZATION

The handbook is divided into two major sections - speaking and listening.

In the first part of each section; definitions, skills, and assessments are included.

The last part of each section describes the concepts and gives suggestions for implementing skills into the classroom via an assortment of activities.

HOW TO USE THE HANDBOOK

First, review the Table of Contents and then skim the remainder of the book.

Read the first part of each section which includes definitions, skills, and assessment tools and/or techniques.

Locate the topic(s) you are interested in, read the concept background and suggested student activities.

Try the activities, evaluate the outcomes, and adapt accordingly.

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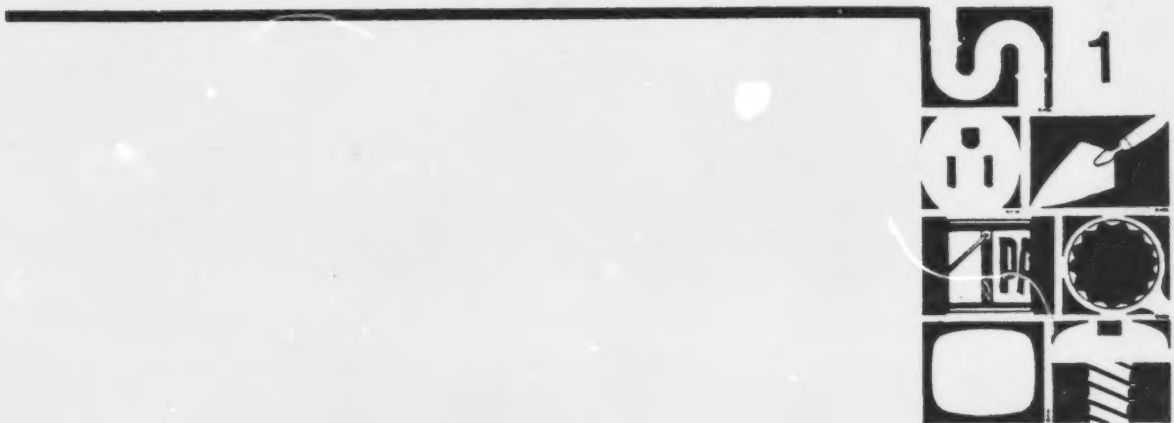
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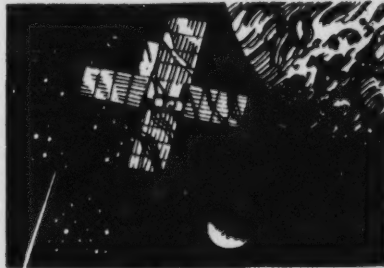
Why Speaking?





WHY SPEAKING?

WE LIVE IN AN AGE OF COMMUNICATIONS.



TALK TAKES PRIME TIME.

Why do we talk?

To fulfill a social need

How often do you talk without people around?

To maintain our institutions

Would business, education, religion or our court systems exist without talk?

To gain cooperation and control of others

When was the last time you thought to yourself,
"If I could just talk to them."

AFTER ALL IS SAID AND DONE,

MORE IS USUALLY SAID.



Why Speech In Voc. Ed?



"Speech is a mirror of
the soul:
As a man speaks, so
he is."

Publilius Syrus
(Circa 42 B.C.)

WHY SPEECH IN VOCATIONAL EDUCATION?

In the work world it has long been recognized that the skills of speaking and listening are vital to the thoughtful, articulate, and accurate communication between supervisors and co-workers.

Many jobs are lost, and many businesses "go under" because of poor information sharing. Your voice is the most accurate indicator of who you are.

When you open your mouth you can reveal . . .

Where you live

"Ya all must be from Georgia."

Your educational background

"Deese oranges stink!"

Your health

"Are you sick? You sound awful?"

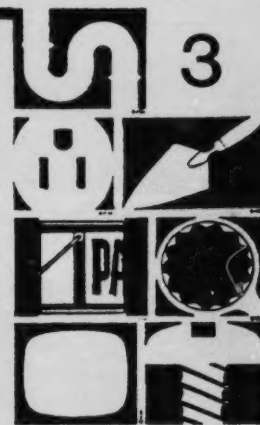
Your personality

"Shut up!" or "Please, be quiet."

Speech is one of the first communication skills human beings learn. A learned process can be changed. Bad habits can be broken and good habits reinforced.



What Skills Are Needed?



"You cannot teach a man anything.
You can only help him to discover
it within himself."

Galileo

WHAT SKILLS ARE NEEDED?

The vocational student must be able to. . .

RECOGNIZE THE ELEMENTS OF GOOD SPEECH

- Improve voice quality and speech habits

Jim spoke in a slow, monotonous voice, little expression visible on his face. Soon he was interrupted, "I'm sorry, Jim. We have chosen someone else for this position."

- Use congruent verbal and nonverbal language

Janet smiled as she spoke to her boss. She did not fidget, but she used her hands now and then when making a point.

TRANSMIT INFORMATION IN INFORMAL SETTINGS

- Converse with one or more persons

I always like talking to Amy. She is so polite and relaxed, and she gets to her point quickly.

- Handle telephone conversations effectively

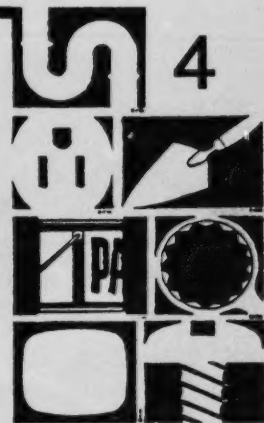
"I'm sorry, Mr. Smith is not in at the moment. May I take a message?"

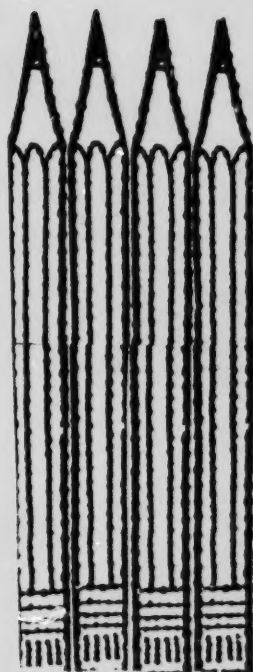
- Use persuasion to control behavior

Pete really believed he was right. His facts seemed accurate about the machine, and he made me listen.



Assessing Speech Skills





HOW DO YOU ASSESS SPEECH SKILLS?

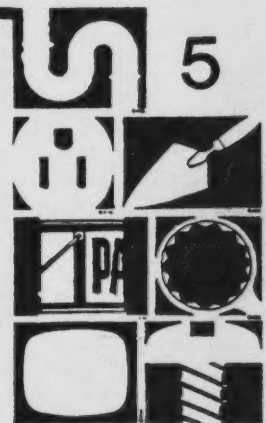
Assessing a student's speaking skills is seldom, if ever, accomplished with paper and pencil tests. Students must talk before strengths and weaknesses can be identified. Students learn better if they are actively involved. For the learning process to be most meaningful students must actively engage in it. Every classroom must provide students an opportunity to practice a variety of speaking skills.

Vocational teachers can assess a student's speaking ability in these ways:

- (1) Provide a variety of speaking activities like those in this handbook.
- (2) Always include at some point the purpose or reason behind the activity. When students can relate their learning to the "real world" of work, learning becomes more relevant for them.
- (3) Make careful, continual observations of students and note possible student deficiencies in a log, grade-book, etc.
- (4) Confer with your colleagues, i.e. English or speech teachers to explore alternative ideas, materials, activities, etc.



Elements Of Good Speech



"The most intelligible part of language is not the words, but the tone, force, modulation, tempo in which a group of words is spoken-that is, the music behind the words, the emotion behind that music, the person behind that emotion; everything that cannot be written."

Friedrich Nietzsche

"Speech finely framed delighteth the ears."

-The Apocrypha
2 Maccabees IX, 39

**AN EFFECTIVE SPEAKER IMPROVES VOICE QUALITY AND SPEECH HABITS
BY PAYING ATTENTION AND PRACTICING.**

First impressions may be lasting. You want your first impressions to make you pleasing to others. To gain the attention of your listeners requires skillful use of your speech. Most individuals have a tendency to adopt speech patterns, vocabulary, and expressions of their associates and friends. Poor English and a strident voice can be a serious handicap in many lines of business employment.

A pleasant voice and good speech habits come from attention to detail.

An effective speaker:

1. Enunciates clearly (speaks sounds distinctly)
i.e., all, awl, board, talk - all underlined sounds are same as first.
2. Pronounces words distinctly.
Says "could have" not "could of" - "will you" not "will ya."
3. Uses variety in pitch of voice (highness or lowness of sound of voice).
4. Varies the rate (speed and timing) of words and sounds spoken.
Remembers speech is spoken in phrases-groups of sounds-separated by pauses of different lengths.
5. Adjusts volume of voice.
Watches listeners to judge from nonverbal clues if message can be heard.
6. Listens to the quality of voice emitted.
Breathiness, shrillness, nasality, hoarseness are avoided.
7. Hears and corrects for poor grammar usage.
Changes "We don't got any." to "We don't have any."
8. Uses an ever expanding vocabulary.
Avoids general words such as "good", "nice", "wonderful" and becomes more specific with descriptive, accurate words.

The following sample activities for voice quality are adapted with permission from Jean Michulka. LET'S TALK BUSINESS. Cincinnati, Ohio: South-Western Publishing Co., 1978.



ELEMENTS OF GOOD SPEECH

ACTIVITY

"Clear As a Bell"



SKILL DEVELOPED: Improving voice quality, speech habits, and listening skills.

OBJECTIVE: The students will speak clearly so instructions to receiver/transcriber can be written down.

SAMPLE ACTIVITY:

Groups of three are assigned roles as President, Vice-President, Secretary. Each person in the group chooses one of the voice-writing exercises (see **Form A**) and dictates it in their best speaking voice.

Remind speakers to (1) watch for nonverbal clues that indicate the speed of dictation (most receivers will be writing in longhand, so speakers will need to adapt their speed of dictation and adjust their pace). (2) include all punctuation and spelling.

Remind receivers/transcribers (1) close books and listen to the oral message, (2) write only the message to be transcribed, (3) turn papers over to the dictator to be checked for accuracy later.

EVALUATION: Have students use **Form B** to analyze speaking skills.

FOLLOW-UP: (See **Form C**)

Voice-Writing Exercises*

1. This is (Give your name and spell it) speaking. This is the first of a three-paragraph letter. The address is here on the letter which I am answering. First paragraph. Thank you for writing to us about your long-distance call to Dr. L. M. Thornell, 751-3478, St. Augustine, Florida. Second paragraph. In view of the facts as you have so well reviewed them, we are promptly cancelling the charge of \$4.60, the unpaid balance shown on our records. Please consider the matter closed. Third paragraph. You have our gratitude for your prompt and courteous replies to our inquiries. Your cooperation helps us to keep our service standards high.
2. This is (Give your name and spell it) speaking. This is a request for an adjustment. The address is on this letter. Three paragraphs. Please send me a new compressed-air door closing device for the Luxe-Art aluminum screen door (model 27D) ordered from you on August 3. Paragraph. After fitting the door into place, I found that the automatic closing device did not operate, apparently because of a defective compressed-air valve. Paragraph. Your instructions for replacing the closing mechanism will be welcome. You may be sure of my appreciation for a prompt adjustment.
3. This is (Give your name and spell it). This is the final paragraph of a letter I dictated this morning to a customer. Please take this down and correct and retype the letter. Third paragraph. This is what we are doing colon capital "F." First of all comma we are asking the shipping clerk to send a brand hyphen new book comma and heaven help him if he doesn't. That's apostrophe "t". New sentence. Then we are going to say this colon capital "Y." You can have your money back in addition to the new book comma or we will do any other thing that will convince you that we are a fairly decent lot of folks here.

**The above paragraphs are reprinted with permission from Phillip Morris Wolf and Robert R. Aurner, EFFECTIVE COMMUNICATION IN BUSINESS. Cincinnati: South-Western Publishing Co. 1975.*

SPEAKER EVALUATION

Speaker's Name _____ Listener's Name _____

1. Did the speaker spell the difficult words? ____yes ____no
Which ones did you need help with?
 2. Did the speaker generally read at an even,
easy to follow pace? ____yes ____no
 3. Did the speaker pronounce the words clearly? ____yes ____no
 4. Did you have difficulty concentrating on the
task at hand? ____yes ____no
 5. Did you have to ask the speaker to repeat a
word or instruction? ____yes ____no
How many times did you ask for a repeat?
-

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4. Did you have difficulty concentrating on the
task at hand? ____yes ____no
5. Did you have to ask the speaker to repeat a
word or instruction? ____yes ____no
How many times did you ask for a repeat?

EXERCISE FOR IMPROVING VOICE QUALITY

Take turns listening to one another as the following lists of words or sentences are read aloud. Note on a sheet of paper any words or sentences the reader does not speak correctly.

Be careful not to put any unnecessary sounds in:

- | | | | |
|------------|--------------|----------------|------------------|
| 1. credit | 6. résumé | 11. accumulate | 16. Washington |
| 2. assets | 7. sad | 12. card | 17. debt |
| 3. across | 8. contra | 13. facsimile | 18. alphanumeric |
| 4. wash | 9. elm | 14. discount | 19. customer |
| 5. receipt | 10. deferred | 15. country | 20. daughter |

Be careful not to omit any necessary vowel or consonant sounds in:

- | | | | |
|---------------|-----------------|-----------------|--------------|
| 1. equation | 7. numeric | 13. cycle | 19. friendly |
| 2. accounting | 8. accrued | 14. products | 20. width |
| 3. didn't | 9. debit | 15. promptly | 21. revenue |
| 4. length | 10. liabilities | 16. calculating | 22. running |
| 5. creditors | 11. recognize | 17. capital | 23. fifths |
| 6. library | 12. quantity | 18. claims | 24. integral |

Read each of the following sentences aloud twice--first in a monotone and then changing the pitch to emphasize the words you think deserve emphasis.

1. Would you believe the boss asked me for advice?
2. Only five more minutes until quitting time.
3. Mr. Johnson has insisted that we greet the public with a smile both on and off the telephone.
4. With today's sales we are over our month's goal with three days yet to go.
5. I just can't believe you could forget to run the payroll on payday.

Check your pronunciation of the simple, everyday words listed below. Practice your problem words every day until you have mastered the correct pronunciation.

WORD	RIGHT RHYME	WRONG RHYME	WORD	RIGHT RHYME	WRONG RHYME
AGAIN	MEN	TIN	FIGURE	YOUR	ERR
ANY	PENNY	TINNY	FOR	CORE	FUR
ATTRACT	ACT	TACK	GET	SET	SIT
BECAUSE	CLAUSE	BUZZ	GUESS	LESS	MISS
BEG	KEG	VAGUE	IF	TIFF	CLEF
BURY	BERRY	HURRY	INSTEAD	HEAD	HID
CAN	BAN	BIN	JUST	MUST	MIST
CATCH	LATCH	KETCH	LEG	KEG	VAGUE
CHAIR	WEAR	CHEER	LIBRARY	PRAIRIE	BERRY
CORPS	CORE	CORPSE	MAYBE	BABY	WEBBY

ELEMENTS OF GOOD SPEECH

ACTIVITY

"Trippingly Off the Tongue"

SKILL DEVELOPED: Improving voice quality and speech habits.

OBJECTIVE: The student will demonstrate effectiveness of correct vocal tone, and proper pronunciation and enunciation, while reading aloud brief courtesy talks.

SAMPLE ACTIVITY:

Have students in groups of three choose one of the sample talks (see **Form D**) and present it to the other members in the group. The listeners will use the Voice Analysis Guide (**Form E**) to critique each speaker.

Before reading sample talks discuss the importance of using your voice effectively to maintain audience interest. Refer students to Voice Analysis Guide (**Form E**) to identify what to listen for in the oral readings.

FOLLOW-UP:

Have students prepare a two to three minute courtesy talk for a particular occasion.

Suggest any of the following for possible talks:

1. Think of a speaker you would like to invite to speak to your group (FFA, FHA, VICA, FBLA, DECA) and prepare an introduction for this individual. (You do not have to actually invite the person - just give your introduction).
2. Present an award, trophy, gift, or any other honor to an individual. (Pretend that the person is there to receive it.)
3. Welcome the group to your company, office, or some other place.
4. Accept a gift, award, or trophy which is presented to you.

Stress to students that an effective talk can be built around an apt quotation, an effective analogy (comparison to another experience or event), or a visual aid (show the trophy or award).

Use **Form F** for critiquing courtesy talks.

Sample Introduction
(Based on a quotation)

The audience: 50 to 60 men and women who are members of the American Institute of Banking and three qualified speech judges.

The setting: a banquet room with guests at tables after finishing dinner.

The occasion: these banking employees are gathered to hear a speech contest with members of their own banks competing in a local contest. The winner will go on to a regional level contest.

"It is not sufficient to know what one ought to say, but one must also know how to say it." These are the words of the famous Greek philosopher, Aristotle, who lived more than 2,000 years ago. Today, the need to know "how to say it" is even more significant than it was then. It is a need that belongs to every business person. And tonight we are proud to have six of our members who "know how." Each one has taken the topic "The Banker's Image of Banking" and has woven it into a speech to present to us. At the conclusion of this contest, the judges will select the speaker who will represent us at the regional level. An old proverb says, "Luck is what happens when preparation meets opportunity." Our speakers are prepared; the opportunity to speak has arrived. So, let the competition begin. The first speaker, please.

Sample Farewell Talk

(Based on an analogy--comparing this experience to leaving home)

The audience: 25 to 30 employees of the Purchasing Department of AMBOW Corporation.

The setting: an informal luncheon honoring the promotion of a fellow employee.

It has been said that some people think it's "holding on" that makes one strong. Sometimes--it's "letting go."

To leave this office after five years is going to be just like leaving home for the first time all over again. I can remember how excited I was to know I was going to be on my own and how I was looking forward to taking on the world. I felt great. But at the same time I felt sad about leaving my family and friends.

Today I feel great about leaving to go on to a new position with the company, but once again I feel sad about leaving my "second family"--all of you. I guess, though, moving up is what life is all about. I just hope someday in the future you will all have the opportunity to actually experience what I'm talking about. It's a unique feeling.

All in all, it's been a pleasure working with you. Maybe someday we'll get a chance to work together again. Who knows? I'll miss you all. Thank you.

Michael Dodson

Sample Acceptance Talk
(Based on a visual aid--check for \$1,000)

The audience: a civic club of business people--80 to 90 present.

The setting: a downtown hotel meeting room with seats facing a raised platform with a speaker's stand in front.

The occasion: a regular business meeting with a major speaker later in the evening. A check has just been presented to a representative of the Scholarship Committee of the local college.

Thank you for this check in the amount of one thousand dollars. I know that you have worked hard in your fund-raising drives to earn this scholarship money for deserving students in the field of business. On behalf of the Scholarship Committee of our college, I accept it with pleasure.

A Chinese proverb says, "Give a man a fish and he eats for a day. Teach a man to fish and he eats everyday." Through your efforts, students will benefit. You are not giving those students a fish for just a day. Your money will be applied to students' educations, during which they will learn to fish for themselves. This money will help students to prepare for a job, to find and use their potential abilities, and to live profitable lives. Because of your gift, you have expressed your belief in education--not just for answers today, but for the future. You are helping us teach our students to fish--to stand on their own feet, provide for their own needs, and then, reaching farther, develop into useful citizens. Thank you for your help. (Wave the check again.)

VOICE ANALYSIS GUIDE

Form E

Listener's Name _____

Speaker #1 Speaker #2 Speaker #3 Speaker #4 Speaker #5

Answer the following questions with one or two words:

1. Is this the voice of a person you would like to listen to?
2. Would you describe the voice as pleasant, agreeable, colorful?
3. Were there variations in the loudness?
4. Was the pitch pleasing, varied, and melodic?
5. Were there words or sounds which were slurred or omitted.

List:

6. Were there any words heard with noticeable hissing sounds?

List:

7. Were common words given their appropriate unstressed enunciation (a = uh, the = thuh, of = ov, was = whuz, etc..)

8. Was the primary stress on nouns and verbs to convey the meaning?

9. Was there a clear difference between "w" and "wh"? "l" and "r"?

CRITIQUE SHEET

Courtesy Talk

Speaker's Name _____ Listener's Name _____

Subject of the Talk: _____

The Verbal Message: (30 points)

1. Did the speaker identify the situation, audience, and occasion prior to the talk? 5 pts. _____
2. Did the speaker get the attention of the class? 5 pts. _____
3. Did the speaker present adequate information (who the speaker is, why the award is given, etc.)? 5 pts. _____
4. Did the speaker include one of the requirements (quotation, analogy, visual aid)? 5 pts. _____
5. Did the length of the talk suit the occasion? 5 pts. _____
6. Was the conclusion effective (lead to a climax, create anticipation, etc.)? 5 pts. _____

The Nonverbal Message (10 points)

7. Was the speaker enthusiastic, poised, and communicative? 5 pts. _____
8. Was the speaker's voice loud enough and interesting to listen to? 5 pts. _____

Effectiveness of Communication: (10 points)

9. Did the speaker maintain interest? 5 pts. _____
10. Did the speaker fulfill the purpose of the talk? 5 pts. _____

Word of Praise:**Suggestions for Improvement:**

I suppose it was something you said
That caused me to tighten
And pull away.
And when you asked,
"What is it?"
I, of course, said,
"Nothing."

Whenever I say, "Nothing,"
You may be very certain there is something.
The something is a cold, hard lump of
Nothing.

Lois Wyse

**AN EFFECTIVE SPEAKER USES CONGRUENT VERBAL AND NONVERBAL
LANGUAGE BY DEVELOPING SENSITIVITY TO NONVERBAL COMMUNICATION**

Everything about you gives information. You send messages on many channels. You express yourself by spatial distance, touch, tone of voice, facial expression, speed of speech, body posture and tension, dress, physique, hand and body movement, disfluencies of speech (ahs, uhms, stammering) and the environment you create.

Through nonverbal communication you express your feelings, likings or preferences, and these usually reinforce, or contradict the message you're expressing verbally. It is not easy to "read" nonverbal messages accurately.

To send complimentary verbal and nonverbal messages:

1. Describe feelings by identifying what feelings you are experiencing.
 "I'm uncomfortable with you." (Name the feeling.)
 "You are like a breath of spring air." (Use a simile or other figure of speech.)
 "I could just kiss you." (Report what kind of action the feeling urges you to do.)
2. Ask if your nonverbal expressions are contradicting the words you say.
 "You're smiling, Ann. Does this mean you agree?"
3. Match your verbal and nonverbal messages.
 "I'm so glad to meet you." Follow this with a limp fish handshake and you have contradicted yourself.
 "That's very important." Follow this with a slouching posture and you have contradicted yourself.

The following sample activities for nonverbal and verbal language are adapted with permission from Jean Michulka, LET'S TALK BUSINESS. Cincinnati, Ohio: South-Western Publishing Co., 1978.



ELEMENTS OF GOOD SPEECH

ACTIVITY

"The Missing Elements"

SKILL DEVELOPED: Using congruent verbal and nonverbal behaviors.

OBJECTIVE: Student will discuss how nonverbal behavior communicates attitude after taking part in a group activity.

SAMPLE ACTIVITY:

One member of each group serves as the volunteer and leaves the room.

INSTRUCTIONS TO STUDENTS: Select one situation. When the volunteer comes back to your group, you may talk about anything you like (not necessarily the situation at hand), but your nonverbal behavior must communicate a particular attitude toward the volunteer.

SITUATIONS:

1. Be very honored and impressed. Without the volunteer knowing who s/he is, pretend that s/he just got a large promotion and is returning to the office for the first time. Do this all nonverbally while you talk about something else.
2. Be very reserved in your behavior. Pretend that you have a secret you don't want to share with an outsider (the volunteer). The local media is pumping you about a rumored expansion of the business. The company is very reluctant to make a release of this information. The volunteer is from the local newspaper.
3. Be very friendly. Pretend that the volunteer is a new employee and you want to make s/he feel at home on the first day.
4. Be very condescending or ignore the outsider. Pretend that s/he is not suitably dressed for the office. Act disgusted or put out.
5. Be highly suspicious of the volunteer. Pretend that you believe that s/he is a spy trying to get your inside company information which will jeopardize future company holdings.

EVALUATION:

Discuss in the small groups or as a class:

1. As the volunteer, how did you feel about the group behavior?
2. What specific actions made you feel this way?
3. Which group member effectively communicated nonverbally toward you?
4. As a group, did you find it easy to send inconsistent verbal and nonverbal messages?

ELEMENTS OF GOOD SPEECH

ACTIVITY

"Circle the Wagons"

SKILL DEVELOPED: Using congruent verbal and nonverbal language.

OBJECTIVE: Students will use, identify and interpret nonverbal behavior while discussing or observing a business problem.

SAMPLE ACTIVITY:

Divide students into groups of about five pairs.

Have each group sit in two concentric circles, with one partner in each circle. People on the outside should sit so they can see their partner.

INSTRUCTIONS TO STUDENTS: "For fifteen minutes or so I want the inside group to carry on a discussion on the situation I've given you. The group on the outside circle are going to observe their chosen partner's nonverbal behavior. After I call time on each discussion, you will meet with your partner and have your behaviors described to you."

SITUATION A: You are employees who have been with the company for more than 15 years. Decide on the name of the company and identify the type of business. Now imagine the following situation. You have been called together to make a decision on the revision of the company dress code. (First decide what it has been.)

After partners have exchanged descriptions of nonverbal behaviors, reverse the role-playing situations and present the second situation, asking the students who previously observed to now take part in the discussion. Previous speakers will now play the role of observers.

SITUATION B: You are employees who have been with the company for less than three years. Decide on the name of the company and identify the type of business. Now imagine the following situation. You have been called together to make a decision on changing the method of scheduling work hours. (Presently your company is using a nine to five time clock punch-in system. The president has asked you to consider "flextime," which would permit a variable-hour schedule for all employees.)

EVALUATION:

After students have described their partner's nonverbal behavior using **Form G**, a general discussion could follow focusing on the most commonly observed positive and negative non-verbal communicators.

OBSERVER REPORT

Partner's Name

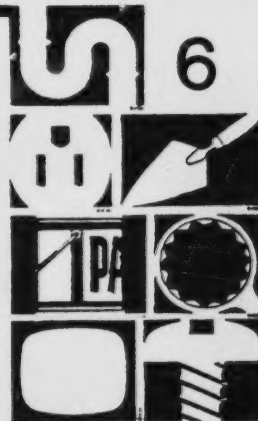
Observer's Name

1. In the beginning when the group was setting up the company did you observe any nonverbal behavior that indicated enthusiasm, responsiveness to others, eagerness, or willingness to participate? List the behavior. What did the person do?

2. In the beginning stages, did you note any nonverbal behavior that indicated confusion, resentment, withdrawal, or frustration? List the behavior.

3. List as many characteristic gestures, postures, facial expressions, mannerisms, of your partner as possible.

Transmitting Information



"Half the world is composed of people who have something to say and can't; and the other half who have nothing to say and keep on saying it."

Robert Frost

**AN EFFECTIVE SPEAKER CAN CONVERSE WITH ONE OR MORE PERSONS
DEMONSTRATING EFFECTIVE CONVERSATIONAL SKILLS.**

Many different kinds of conversation take place in a business day. Exchanging opinions or ideas between two or more people occurs when giving directions or instructions, delivering informal reports, or socializing with a customer or business associate. Just as a good driver knows how to keep his car running, so does a good speaker know the "how to's" of starting, maintaining, and ending a conversation.

1. Turn on the motor - Connect to the needs of the other person/s, ask questions about other person/s to encourage talk. Be natural, avoid stiffness, and relax.
2. Keep the motor running - Cooperate by contributing and listening. Select topics of mutual interest not unpleasant topics, and avoid bluffing your way through a topic you know nothing about.
3. Don't kill the motor - Allow people to finish sentences without interruptions or contradictions. Consider other person/s view/s and avoid putting up obstacles such as appearing bored or using sarcasm. Do not lose your temper. Deny yourself by not boasting, and trying to be the "life of the party."
4. Step on the brakes only when necessary - Use appropriate transitions to move on or end the talk. Remember normal conversation is considered a series of one-point talks joined together.



TRANSMITTING INFORMATION

ACTIVITY

"THE BIG T"

SKILL DEVELOPED: Conversing with one or more persons.

OBJECTIVE: Students will give directions in a concise and accurate manner and discuss the importance of accuracy, proper sequencing, and clarity in conversations that require completion of a task.

SAMPLE ACTIVITY:

Call for two volunteers. (This activity can also be adapted for small groups.)

Prepare two envelopes, each containing the pieces necessary to assemble a cardboard "T." Although the pieces for envelope "A" will be identical in size to those in envelope "B," the same size pieces will be different colors, as illustrated later in the "T-pattern for Creating Pieces." (see **Forms H & I.**)

Give each volunteer an envelope and ask him/her to take the pieces out and place them before him/her.

Give one volunteer the "Instruction Form." Tell him/her to read it silently and then perform the task. (Ask other students to observe and take notes as to what happens.)

EVALUATION:

Discuss the following ideas with the entire class:

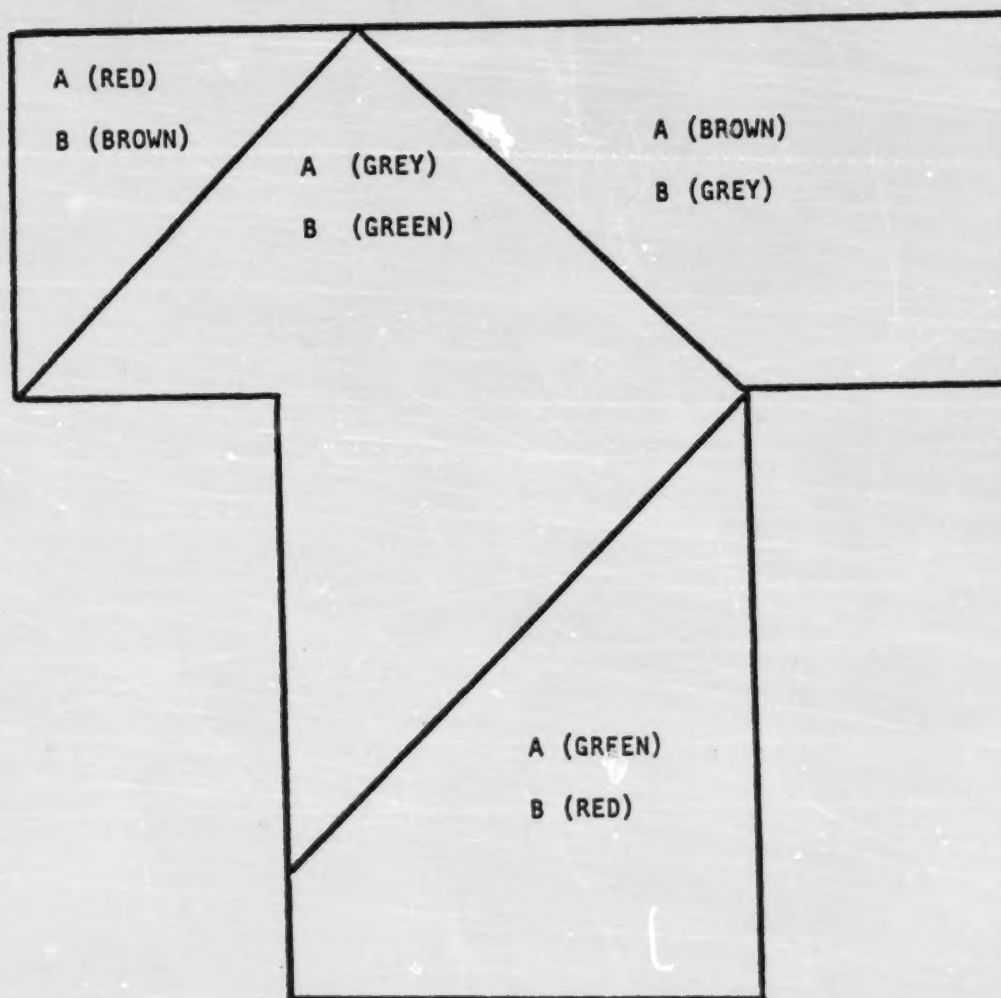
1. What or who helped the task performance?
2. What or who hindered the task performance?
3. How important was the accuracy of communication?
4. How important was proper sequencing of communications?
5. How important was the proper choice of words?
6. Were there any "mis-communications"?
7. How does accuracy, sequencing, proper choice of words, and mis-communication apply to working with people on the job?

Review with students that oral instructions should specify:

Who is to do a job,
What should be done,
Why it should be done,
When it should be done,
Where it should be done.

T-PATTERN* FOR CREATING PIECES

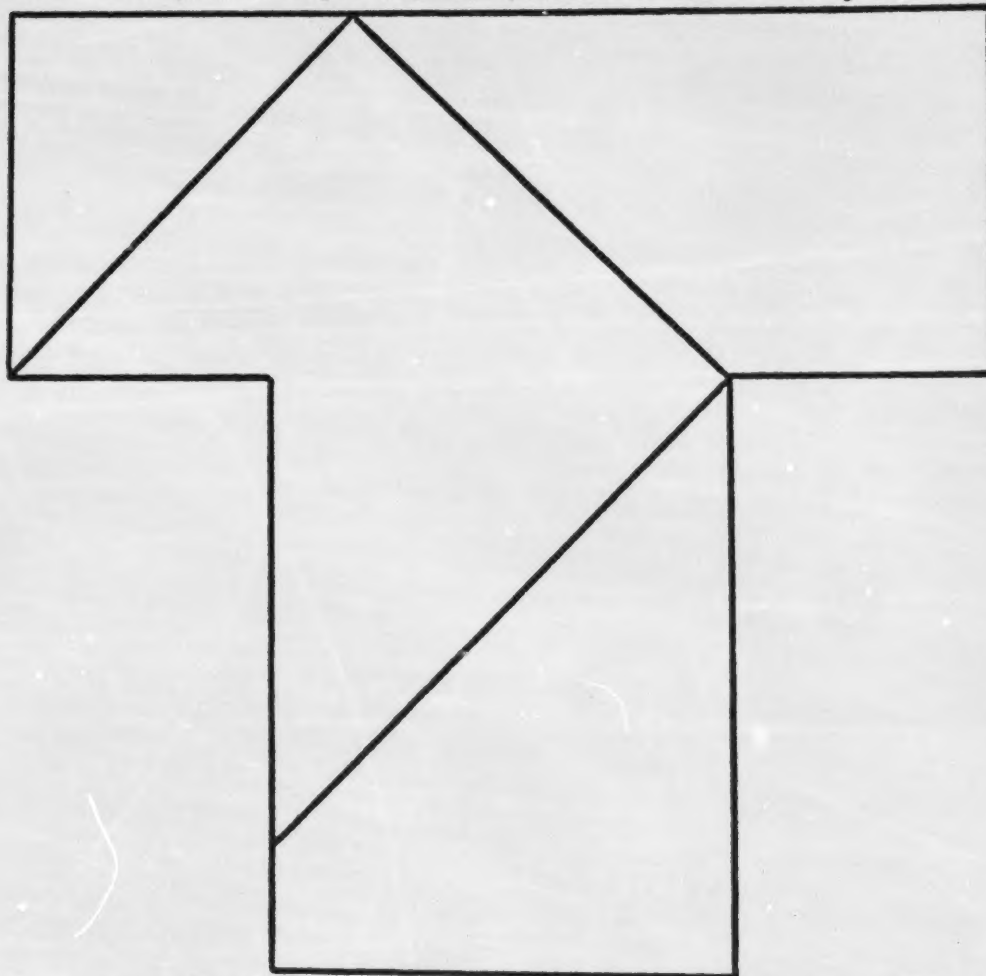
(Use this for yourself - do not
give to student volunteers.)



**From COMMUNICATIONS AND HUMAN RELATIONS ACTIVITIES FOR WORK ADJUSTMENT.
Salt Lake City: Utah State Board for Vocational Education. 1977,
p65-66.*

INSTRUCTION FORM*

You have the pieces necessary to assemble a block letter "T." Your task is to describe to your partner how to assemble the pattern, without telling him/her what he/she is assembling. He/she has the same number and size of pieces as you do. The pattern for the "T" is given below:



*From COMMUNICATIONS AND HUMAN RELATIONS ACTIVITIES FOR WORK ADJUSTMENT. Salt Lake City: Utah State Board for Vocational Education. 1977, p. 65-66.

TRANSMITTING INFORMATION

ACTIVITY

"The Trusted Friend"

SKILL DEVELOPED: Conversing with one or more persons.

OBJECTIVE: Students will discuss and list elements of effective conversation after participating in or observing role played situations.

SAMPLE ACTIVITY:

Break students into small groups of 3-5 persons.

Review effective conversational skills. (See p. 39.)

Each group selects one case and assigns roles to members of the group. Students are to imagine what each person in the case would say to a trusted friend about the situation. Have students role play conversations speaking from the point of view of each person and using language and feelings which the individual would use.

CASE 1: Vacation Time Blues

Harold Schmuck is the owner of Schmuck's Parts Company. During an important meeting yesterday, which was held to discuss the company's federal income tax problems, he was repeatedly interrupted by phone calls. One call was from his credit manager who needed to know how much credit to extend to a customer. After some discussion with his credit manager, Harold agreed to extend more than the usual amount of credit. Returning to his meeting with his two accountants, Harold was interrupted a second time. This time his shipping clerk Barry Ramos called and needed to know if Mr. Schmuck had approved the vacation schedule of one of the department personnel, Joe Leach. Harold dismissed Barry abruptly by telling him to put the request in writing.

Barry was upset as he needed Mr. Schmuck's decision. He had sent the vacation schedule to Mr. Schmuck over a week ago. Now Barry had to tell Joe Leach that his vacation may have to be delayed.

CASE 2: The Reluctant Stocker

Jane Dewey is the boss of a crew of shelf stockers at a large auto parts warehouse. The warehouse manager, Mr. Hughes, asks Jane and

her crew to set up special displays of products. One of the advantages Jane used to see in her job was the freedom it offered her to make her own decisions. Seldom did Mr. Hughes suggest displays be set up or placed in locations other than the ones Jane had chosen. For this reason, Jane felt very proud of her work and took pride in the fact that sales for products she had displayed were always brisk. Last Friday was a very busy day at the warehouse and a number of displays were in the process of being assembled throughout the warehouse. Mr. Hughes asked for a display of brake parts to be set up. Jane was rushing to the front office and misunderstood Mr. Hughes. As a result, Jane directed her crew to set up a display of transmission parts. When Mr. Hughes saw the display of transmission parts, he scolded Jane in front of her crew. Jane tried to explain what she had heard, but Mr. Hughes rushed off. Since then, Jane has been very careful to always double check with Mr. Hughes about displays. Jane is afraid of being embarrassed in front of her crew again, so she seldom takes the initiative in setting up displays. Mr. Hughes feels he has to spend too much time monitoring Jane's work and is considering replacing her.

EVALUATION:

Discuss with the class any of the following questions:

1. What kinds of conversational starters did you hear?
2. What happened when the conversation became gossipy?
3. Did anyone redirect the conversation from areas of conflict?
4. If there was a lull in the conversation did the subject change?
5. What dangers could be noted in transmitting rumors?
6. What did conversationalists do to indicate lack of interest?
7. What barriers to effective conversation did you observe?

AN EFFECTIVE SPEAKER HANDLES TELEPHONE CONVERSATIONS WITH COURTESY AND EFFICIENCY

Every time you use the telephone, you are actually projecting your presence into somebody's home or office. Remember that (1) your voice should create a favorable impression; and, (2) in business, time means money. Observe these courtesies:

HOW TO PLACE BUSINESS CALLS

Before placing a call, have your thoughts well organized so that you can proceed in a direct, orderly manner. Jot down all ideas in advance so that you will not forget something important. Have necessary reference materials at hand.

Call only when necessary. Drop your voice into warm, friendly tones. Concentrate on establishing vocal contact despite lack of visual contact.

Identify yourself at once and name the person with whom you wish to do business.

State your reason for calling concisely and directly.

In placing orders, have all specifications written out so that there will be no uncertainty or delay.

If your purpose is to make a complaint, explain your problem calmly and courteously. You will be more effective and receive better attention if you avoid accusations, irritation, and impatience.

Conclude all business calls pleasantly and promptly.

HOW TO ANSWER BUSINESS CALLS

Identify yourself and the firm at once in a helpful, pleasant tone, i.e. "Jones and Company. Mr. Smith speaking." When answering for others, avoid abruptness, i.e. "Who's calling?" It's more polite to ask, "May I tell her who's calling, please?"

Give courteous attention to the request of any caller. Let the caller tell their own story in their own way instead of hurrying them or trying to tell them what they want.

In getting additional information, be tactful, avoid asking needless questions, use caller's name whenever possible.

In case of complaints, be willing to admit an error, express regret that it occurred, and assure the caller that it will be corrected.

Always remember to fulfill your promise if you agree to call back. A broken promise may mean an angry customer.

Record definite and complete information.

When necessary for you to leave the phone, give caller a choice of waiting or calling back. S/he will appreciate your concern for his/her time.

Express appreciation for the call and close it courteously.

TRANSMITTING INFORMATION

ACTIVITY

"How Do You Rate"

SKILL DEVELOPED: Handling telephone communications effectively.

OBJECTIVE: Student will plan, participate in, and evaluate a business telephone call.

SAMPLE ACTIVITY:

Provide background in appropriate telephone techniques. (See p. 45)

Divide students into small groups of 2-3.

Give each small group telephone situations (see below) which define caller's role. Each person will be a caller and receiver of a message.

Provide adequate time for students to prepare their conversations. Add suggestions or comments if necessary.

Have all groups present their simulated conversations in front of the class. (Use tele-trainers if available)

Telephone Situations

CALLER #1: Ask for the accounts receivable clerk. Give your name as one of the customers. Ask about your balance. Question the payments that the company has received and the purchases you have made. Take down the information.

CALLER #2: Ask for the pricing clerk and ask what method is used to determine the shipping cost on your invoice. Take down the explanation.

CALLER #3: Ask for the supervisor. See if it would be possible to bring a small group of high school students to visit the company. Copy the directions.

EVALUATION:

Pass out telephone rating sheets to all students and have students evaluate calls. (See Form J.)

After everyone has completed calls, request all evaluation sheets to be turned in and conduct a group discussion using the "Telephone Rating Sheet" as a guide.

TELEPHONE RATING SHEET

TELEPHONE PERSONALITY	NO		YES	
	UNSATIS- FACTORY	SATIS- FACTORY	GOOD	EXCEL- LENT
1. Did the speaker sound inter- ested in helping you?				
2. Did you think the speaker was a pleasant person?				
3. Could you easily understand him?				
4. Was the pitch of voice pleasant?				
5. Was the volume appropriate?				
6. Did each speaker promptly and properly identify him- self?				
7. Did you, the caller, terminate the call?				
8. Did the call close on a note of goodwill?				
9. Was the phone promptly answered?				
10. If it was necessary for him to leave the line a. Did he excuse himself? b. Return as quickly as possible?				
11. Was information or service given?				

(Continued on next page)

TELEPHONE RATING SHEET

TELEPHONE PERSONALITY	NO		YES	
	UNSATIS- FACTORY	SATIS- FACTORY	GOOD	EXCEL- LENT
12. If it was necessary to identify the caller, was the information requested courteously and tactfully?				
13. If the call was for someone else a. Was he called promptly? b. Was the caller given a choice of waiting or calling back?				
14. If the message was taken a. Was it written legibly? b. Was it correct and simple?				
15. Did the caller choose a good time?				
16. Did he determine whether he was talking with the right person?				
17. Did he state the purpose of his call?				
18. Did he efficiently complete the transaction?				
19. Was there consideration for the time of the person called?				

"Telephone Rating Sheet," reproduced with permission from Kenneth Rowe, *COMMUNICATIONS IN MARKETING*. New York: McGraw-Hill Book Company, 1978, pp. 57-58.

TRANSMITTING INFORMATION

ACTIVITY

"Help Wanted"

SKILL DEVELOPED: Handling telephone communications effectively.

OBJECTIVE: The student will demonstrate a good telephone voice and describe ways in which the telephone communication could be improved.

SAMPLE ACTIVITY:

Display ads on the overhead projector and state that a telephone call must be made by each student in response to one ad.

WANTED-ELECTRONIC TEST TECHNICIAN

Medical Equipment Mfg. has immediate openings for test technicians. Position requires an AA degree or equivalent experience, knowledge of both digital and analog circuitry, and ability to work with minimal supervision. Call 332-5566 for appointment.

HELP-WANTED--ACCOUNT CLERK

Excellent opportunity for high school graduate. Some typing required. Must be competent and accurate. Permanent position with varied responsibilities. Good salary and benefits. Call 484-7280 for appointment.

AUTOMOTIVE PARTS PERSON

Part time position. Minimum of two years' experience pulling parts. Call for appointment at 999-4123.

Instruct the students they must make a favorable impression because the telephone call will be the only basis for a decision by the interviewer. Students will role play the telephone calls working in pairs. Each student will be a caller and an employer receiving the call.

Tape the calls so they can be played back.

EVALUATION:

Another teacher can be chosen to listen to students on the tape recorder and pick 5-10 students he/she would want to consider for an interview.

*"Wise men talk because they have something
to say:
fools, because they have to say something."*

Plato

AN EFFECTIVE SPEAKER USES PERSUASIVE STRATEGIES TO CONTROL HIS LISTENER'S BEHAVIORS.

Persuasion is a communication process vital to the success of every individual and business. In the workplace effective persuasive speaking should result in getting the desired response from the listener. The listener can be your boss, a fellow employer or the customer.

If you can get your listener to understand your explanation, accept your idea, and do what you propose, then you have succeeded in winning the response you desire. But if you do not believe what you are saying, listeners will not believe you and you will not gain the response you want. People are rarely deceived for very long.

To persuade your listener to do what you desire:

1. "Push the right button" by using words that stir up sensory images or pictures.

These shock absorbers make you feel like you're riding on a featherbed.

2. Use words that are simple and within the experience of the listener.

I understood every word you said, and now I know I can do it.

3. Use specific words. Do not be abstract or too general.

Say "crescent wrench" not "tool," "implement," "device."

4. Use loaded words with care to gain particular emotional reactions.

From the following lists, which word brings out the greatest emotion in you?

released, dismissed, removed, fired

manager, employer, chief, boss



TRANSMITTING INFORMATION**ACTIVITY****"Ring Up A Sale"**

SKILL DEVELOPED: Using persuasion to control behaviors

OBJECTIVE: Students will persuade listener(s) to buy their product.

SAMPLE ACTIVITY:

Have students choose an article that represents their vocational area. They are to sell the article by demonstrating it to their classmates.

"Suggestions"

lathe	contruction tools (planes, chisels, saws)
hydraulic jack	sheet glass products
mechanical tools (wrenches, screw drivers)	children's clothing (diapers, sleepwear)
disc grinder	fabrics
grinding wheel	sewing machine
car battery	sewing aids
household appliances (selling points could be ease of simple or minor electrical repair)	foods (diet, junk, nutritious)
power tools	farm products (vegetables, fruits)
soldering tools	soil (indoor or outdoor use)
office or desk equipment	fertilizers
	insecticides

Demonstrations can be presented in small groups, before the entire class, or video-taped and played for the group.

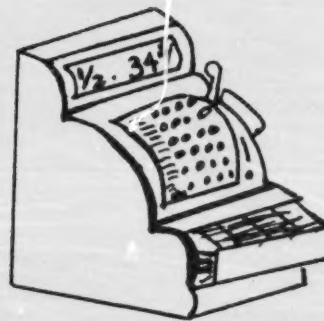
NOTE: This activity does not have to be threatening to any student. Care should be taken to use the least intimidating situation for your students. For example, small groups of 3-4 within the class are good audiences, and most students are comfortable with this size audience.

Pass out directions for sales pitch (See **Form K**) and provide class time for student preparation.

EVALUATION:

Each student will critique at least one other sales pitch and determine how persuasive the message was. (See **Form L**).

Evaluate each student on their critique of another, as well as evaluating each student's sales talk. This will assure you that students know the elements important to effective persuasion.



FORM K

HOW TO SELL A PRODUCT

Your general purpose in selling is to actuate--to get your audience to buy your product immediately. To accomplish this you must make your listeners want your product so much that they are willing to part with their money to obtain it.

1. Believe in your product. To sell an audience you must first be sold on the product yourself. If you think it is great, it is easier to convince your listeners. Sincerity in selling is a must. If you can't stand granola candy bars, don't try to sell them.
2. Tell your audience why they need the product. Use motive appeals. What can the product do for them? How can they use it? Why will life be better for them because of this product? Will the tool cut down work time and increase productivity? Will the silk fabric be more practical and more stylish?
3. Know your product thoroughly. How does it work? Of what is it made? In what colors does it come? What are its special features? Is there a guarantee? What is the cost? Can it be repaired? Why is it better than a similar product manufactured by a different company? Be careful, though, when talking about your competitor. Never tear down the "other" company's product. Just show how you think yours is better. Be truthful by presenting the facts. Avoid dishonest claims.
4. Demonstrate your product. If you are selling electric scissors, cut with them in front of the group. If you are selling a trash compactor, fill it with empty cans, old shoes, bones, and turn it on. Then show the compacted results. Throw unbreakable, tempered glass on the floor to prove it doesn't break. Pass around samples of the fudge so the audience knows it is delicious.
5. Make it easy to buy. State the price and where the audience can buy your commodity. Is there a down payment? Installment plan? Can they get a discount on a trade-in? Is there an inducement such as a special price or a free gift? Can they buy right now the article you are demonstrating? Can they give you an order?

SPEAKER'S NAME _____

LISTENER'S NAME _____

SALES PITCH CRITIQUE

1. Did the speaker believe in the product? How could you tell?
2. What was the reason given why you need this product?
3. Did speaker make any claims that you questioned? (i.e. more doctors recommend, provides more friends, better than Brand X)
4. Did speaker effectively demonstrate the product?
Any suggestions for improvement in this area?
5. Would you buy this product? Why?

SPEAKER'S NAME _____

LISTENER'S NAME _____

SALES PITCH CRITIQUE

1. Did the speaker believe in the product? How could you tell?
2. What was the reason given why you need this product?
3. Did speaker make any claims that you questioned? (i.e. more doctors recommend, provides more friends, better than Brand X)
4. Did speaker effectively demonstrate the product?
Any suggestions for improvement in this area?
5. Would you buy this product? Why?

TRANSMITTING INFORMATION

ACTIVITY

"Now What?"

SKILL DEVELOPED: Using persuasion to control behaviors

OBJECTIVE: Students will use acceptable persuasive arguments when given a variety of job-related situations.

SAMPLE ACTIVITY:

Divide students into small groups and have each group analyze, discuss and present best solution to each problem.

SITUATION #1*

Sandra worked part time for a large insurance company. Her job was to help the office manager R.J. Foley. Mr. Foley was a gruff sort of person who was so convinced he could do no wrong that Sandra believed so too. She rarely expressed her own ideas for improving office conditions and frequently stammered when talking with Mr. Foley because she was afraid he would find fault with her.

One day Mr. Foley called Sandra to his desk and, without looking up, handed her a typed notice. "Make ten copies of this notice and post them in the cafeteria and halls right away!" This notice read:

TO ALL EMPLOYEES
ONCE AGAIN I AM FORCED TO REMIND ALL EMPLOYEES THAT
TYPEWRITERS MUST BE COVERED BEFORE YOU LEAVE THIS
OFFICE AT THE END OF THE DAY. MY ASSISTANT WILL MAKE
AN INSPECTION EACH DAY AT 5:10 P.M. AND REMOVE ALL
UNCOVERED TYPEWRITERS.

R. J. FOLEY, MANAGER

Sandra read the notice and thought that maybe cartoons on cards would be a better way to get employees to cover their typewriters.

To students: Communicating up to a superior does not mean you put yourself down. Always show respect for the person with whom you are talking, but respect yourself enough to share your own ideas.

Problem: What should Sandra say to Mr. Foley to persuade him cartoons would be best?

**Situations reproduced with permission from Patrick J. Weagraff, James J. Lynn, and Edwin L. Herr, COMMUNICATION AT WORK. New York: McGraw-Hill Book Company, 1977, pp. 6-7, 21, 22.*

Situation #2

"Dennis, can you believe it? Ms. Welch actually threatened to fire me today."

"She fired you?"

"Almost. She told me never again to talk to customers like I did today. All I said to this silly customer was that the shirt would look ridiculous on him with his build."

"You're supposed to be polite to the customers, Alice."

"Well, I'm getting tired of this. Always be nice to customers. Smile. Be helpful. I don't like that. I'm no one's servant. Ms. Welch says I act too proud. Can you imagine that? I'd quit, but this is the fourth part-time job I've had this year, and I don't want to report back to the work-experience teacher for another. But, I'm not going to lie or fawn over customers. If they look bad or are stupid, I'll tell them."

To students: Communication across to equals is usually easiest to do. Still, you must be careful to communicate with respect. After you have worked with someone for a long time or believe you have gotten to know a person well, you might forget and inadvertently act disrespectful.

Problem: What could you say to Alice, your friend, to convince her that it is important to be polite to customers?

Situation #3

As Andy was waiting on a customer, the telephone rang. He snatched it up and said "Hello!" very impatiently.

"Is that you, Andy?" Mildred Holmes, his supervisor, asked.

"Yeah," he said, his mind still on the customer.

"Well, I'd like to talk to you a minute," Ms. Holmes said.

"I can't talk now. Call me back," Andy said and hung up the phone.

He had just finished waiting on the customer when Ms. Holmes came to his counter.

To Students: When you have to communicate down to someone, it is important to put yourself in the shoes of the other person. In this way, you treat people working for you with respect. They will respect you in return and be happy to work for you.

Problem: You are Ms. Holmes, and you are very upset over Andy's telephone manners. However, you also know he is one of your best salespersons. What will you say to Andy to persuade him to use the telephone more courteously?

EVALUATION:

Have students use Form M.

EFFECTIVE PERSUADING

SITUATION #1

What should be said? _____

Advantages and disadvantages of this response? _____

What would you do in a similar situation? _____

SITUATION #2

What should be said? _____

Advantages and disadvantages of this response? _____

What would you do in a similar situation? _____

SITUATION #3

What should be said? _____

Advantages and disadvantages of this response? _____

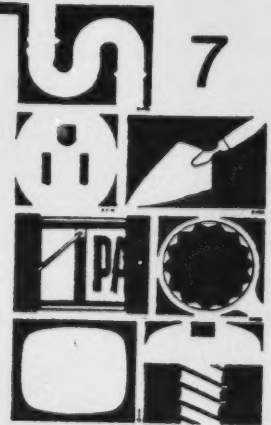
What would you do in a similar situation? _____



**L
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G**



Why Listening?



We're taught -

*mostly, reading
somewhat, writing
hardly, speaking
and least of all, listening*

WHY LISTENING?

80% of our waking hours are spent communicating:

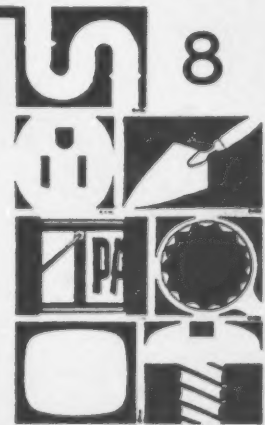
- 45% via listening
- 30% via speaking
- 16% via reading
- 9% via writing

Companies that have hired management consultants to solve problems have discovered in many cases that listening could have prevented accidents from happening, production from breaking down, sales and customers from being lost, arguments and misunderstandings from happening, and morale from being low.

*No Matter What Area of Business or Occupation,
Listening Improves Effectiveness.*



What Is Listening?



"Nature has given to man one tongue,
but two ears, that we may hear twice
as much as we speak."

Epictetus

WHAT IS LISTENING?

Listening is not just receiving sounds.

Listening is attending to sounds and their meanings.

Hearing is the way in which speech sounds are received by the ear.

Students of today are more susceptible to hearing loss because of the increase in noise pollution in our world.

Before listening is taught, a check of hearing might be made . . .

Keep your "eyes" open to notice the student who may have hearing problems

Does the student turn his/her head to one side when trying to listen?

Does the student always lean forward when someone is speaking?

Do you notice anyone cupping their ear in order to increase the intensity of the speaker's voice?

Keep your "ears" open to notice the student who may have hearing problems

Does the student have difficulty pronouncing words distinctly and clearly?

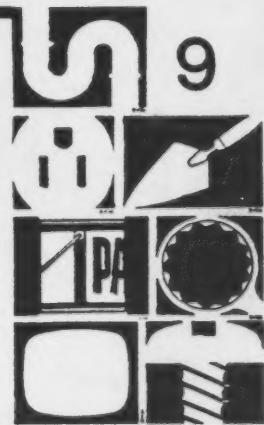
Does the student consistently request the volume to be turned up on audio materials?

Do outside noises, background noises, and nearby conversation irritate and frustrate the student?

If your eyes and ears have alerted you to certain symptoms that would indicate a student's possible hearing loss, refer that student to the school nurse.



What Skills Are Needed?



*PATIENT: I've been having trouble
communicating with people . . .*

*PSYCHIATRIST: How long has it been
going on?*

*PATIENT: . . . so I thought you
could help me.*

WHAT SKILLS ARE NEEDED?

The vocational student must be able to . . .

LISTEN TO THE CONTENT OF A MESSAGE

- Improve listening to directions.

Mary's boss often said, "You can always count on Mary to do exactly what you want, and you only have to tell her once."

- Improve listening concentration.

"Did you think Sam meant to say his purpose in coming here was to help him save time?"

"Well, I'm not sure. I guess my mind wandered off when he started to address that point. Sorry."

LISTEN TO THE INTENT OF A MESSAGE

- Become an active listener.

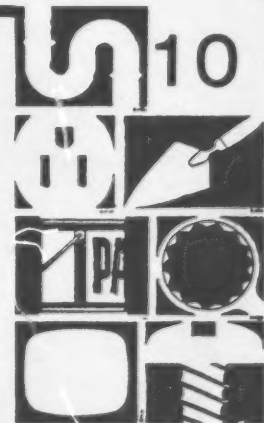
"I'll never buy that copier from him. He may have told me all about its good qualities, but he was just too gushy and emotional in his selling technique."

- Pay attention to what is not said.

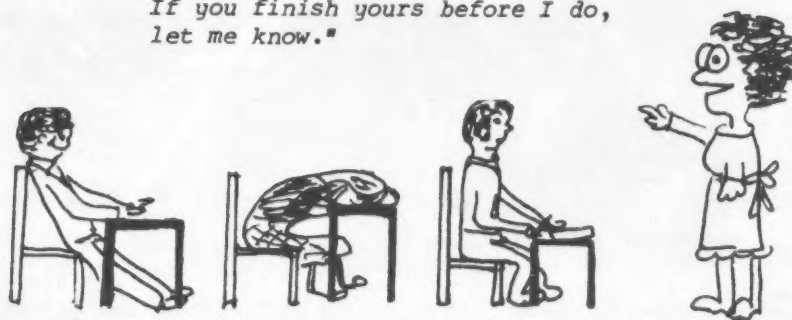
"Cab drivers are such good listeners. They just nod their heads, hear you out, and let you talk."



Teachers And Listening



*"Class, my task is to talk to you.
Yours is to listen.
If you finish yours before I do,
let me know."*



WHAT DO TEACHERS DO ABOUT LISTENING

Teachers Set the Stage for Effective Listening in the Classroom

Teachers must know how to listen.

Teachers must show listening is important.

Teachers must create a listening climate in the classroom.

Questions for Teachers:

Do you talk too much when you should be listening?

Be brief and clear. Use questions and feedback to check students' listening and understanding. Avoid going off on tangents.

Are you a courteous listener for your students?

Show that listening is important by giving your undivided attention to students when they are talking to you. Create a free and easy exchange between you and your students by listening completely to questions asked by students, and waiting for a student's response to your question.

Are you aware of a student's nonverbal language?

Pay close attention to a student's nonverbal communication because what they are saying may not always be what they mean to say. Don't hesitate to clarify ambiguities in the unspoken message. "You keep shifting from one foot to another, John. Are you nervous or upset?"

Do you have any mannerisms that could be distracting to students and hinder their listening?

Dramatic and overused gestures may fan the air and only amuse students. It is also said that "a look can kill," yet it is understood that eye contact and expressive faces add to the listening contact that you want to make with students.

Do you use your voice effectively to tune in students' listening?

High pitched, harsh, or monotone voices turn off listeners. Changes in voice patterns result in more effective listening.

Can you give instructions and help students follow them explicitly?

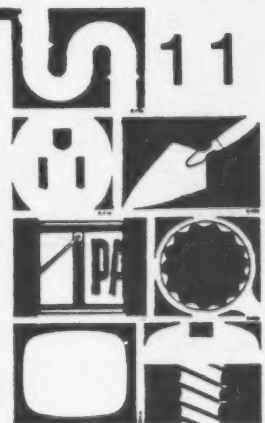
Your instructions must be in logical sequence and well organized. Ask students to repeat instructions. Use simple words.

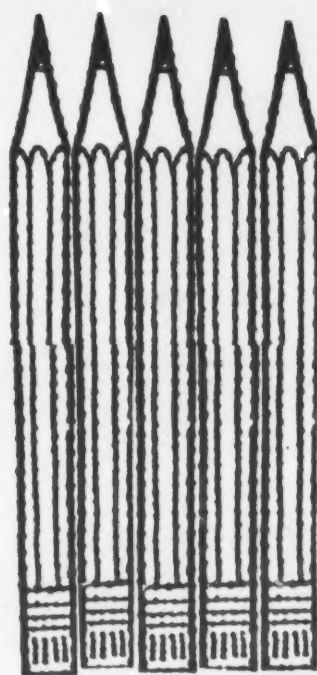
Are you aware of conditions in your classroom that hinder hearing?

Keep outside noises at the lowest level possible using acoustical treatment if necessary. Individual learning or study carrels may be necessary to eliminate noise or visual distraction.



Assessment Tools





WHAT DO YOU USE TO ASSESS LISTENING?

FORMAL MEASUREMENTS

Two of the most commonly used standardized listening tests are:

BROWN-CARLSEN LISTENING COMPREHENSION TEST (Grades 9-12) New York:
Harcourt Brace Jovanovich

.....This 50-minute test (one test--two forms, AM & PM) can be administered orally by classroom teachers and measures five important listening skills: Immediate Recall, Following Directions, Recognizing Transitions, Recognizing Word Meanings, and Lecture Comprehension.

SEQUENTIAL TESTS OF EDUCATION PROGRESS: LISTENING (Also called STEP Test)

.....This test measures the ability of the listener in 28 skills. The three major divisions of the test are plain-sense comprehension, interpretation, and evaluation and application. There are two forms at each of four levels:

- I - grades 13-14
- II - grades 10-12
- III - grades 7-9
- IV - grades 4-6

Two more recent tests that have not been used as much as the above are:

THE JONES-MOHR LISTENING TEST, University Associates, Inc.,
7596 Eads Avenue, LaJolla, California 92037

.....This is a tape-assisted test that provides immediate feedback to participants on their listening accuracy. It is also intended to motivate participants to work on their listening skills in groups. It would be used best to test a listener's ability to judge emotions and feelings.

SMITH-ELLIOT LISTENING TEST, Learning Dynamics, Inc., P.O. Box 323,
Needham, Massachusetts 02192.

.....Although this is questionable as a reliable instrument, the test is intended to measure feelings, content and body language.

Most standardized tests measure only a minute aspect of the total listening act. In measuring listening skills, standardized tests plus informal observations and evaluation methods are needed to honestly evaluate listening traits and skills.



WHAT DO YOU USE TO ASSESS LISTENING?

INFORMAL MEASUREMENTS

INVENTORIES OR CHECKLISTS can be used for individuals, team or small groups, or entire class presentation.

The Sperry Rand personal profile used by the Oregon Productivity Center initiates good discussion.

(See Form N)

TEACHER-MADE TESTS OR ACTIVITIES can be used as informal checks of a student's listening skills.

How to write different kinds of listening questions appears in Larry Baker's book, Listening Behavior.

(see Form O)

Use your own tests to check student's skills in listening. Each test could focus on a different skill.

(See Form P)



HOW WELL DO YOU LISTEN? (A Personal Profile)

You are asked to rate yourself as a listener.

There are no correct or incorrect answers. Your answers will reflect your understanding of yourself as a listener and possibly highlight areas where improvements might be welcome . . . to you and those around you.

I.

A. Circle the term that best describes you as a listener:

	Superior	Excellent	Above Average
Average			
	Below Average	Poor	Terrible

B. On a scale of 0-100 (100=highest), how would you rate yourself as a listener? _____

(0 - 100)

II.

How do you think the following people would rate you as a listener? (0 - 100)

Your Best Friend _____	A Subordinate _____
Your Boss _____	Your Spouse _____
Peer Workers _____	Your Children _____

III.

As a listener, how often do you find yourself engaging in these 10 bad listening habits? First, check the appropriate columns. Then tabulate your score using the key below.

Listening Habit	Frequency				Score
	Almost Always	Usually	Seldom	Almost Never	
1. Calling the subject uninteresting					
2. Criticizing the speaker's delivery or mannerisms					
3. Over-reacting to something the speaker says					
4. Listening mainly for facts					
5. Trying to outline everything					
6. Faking attention to the speaker					
7. Fading out, allowing distractions					
8. Avoiding difficult material					
9. Being antagonized by emotion-laden words					
10. Wasting the advantage of day dreaming					

Total Score

81

83

PROFILE ANALYSIS

- I. A. Eighty-five percent of all listeners questioned rated themselves as "Average" or less. Fewer than 5% rate themselves as "Superior" or "Excellent."
- B. On the 0-100 scale, the extreme range is 10-90; the general range is 35-85; and the average rating is 55.
- II. When comparing the listening self-ratings and projected ratings of others, most respondents believe that their best friend would rate them highest as a listener, and that rating would be higher than the one they gave themselves in #1 above . . . where the average was 55.

We can only guess that best-friend status is such an intimate, special kind of relationship, that you can't imagine it ever happening unless you were a good listener.

People who take this test usually think their bosses would rate them higher than they rated themselves. Now part of that is probably wishful thinking. And part of it is true. We do tend to listen to our bosses better . . . whether it's out of respect or fear or whatever doesn't matter.

The grades for colleague and job subordinate work ought to be just about the same as the listener rated himself . . . that 55 figure again.

When you get to spouse . . . husband or wife . . . something really dramatic happens. The score here is significantly lower. While newlyweds tend to rate their spouse at the same high level as their best friend, as the marriage goes on . . . and on . . . the rating falls. So, in a household where the couple has been married 50 years, there could be a lot of talk. But maybe nobody is really listening.

- III. When listening is broken down into specific areas of competence, we rate ourselves better than we do when listening is considered only as a generality.

Key:

For every "Almost Always" checked, give yourself a score of 4
 For every "Usually" checked, give yourself a score of 6
 For every "Seldom" checked, give yourself a score of 8
 For every "Almost Never" checked, give yourself a score of 10.

Some Sample Questions

These questions are representative of the type of items which appear frequently on standardized and teacher-made tests.*

Sample Item Number One

In the following sequence of numbers (read aloud by the test administrator), "8, 4, 3, 1, 3, 4," what was the second number?

Sample Item Number Two

In the following set of directions (read aloud by the test administrator): "Turn left at the corner, go three blocks until you see the green billboard, then make a sharp right turn and it is the fourth house on the left."

- (a) How many blocks were you to go after turning left at the corner?
- (b) What color was the billboard?
- (c) After the sharp right turn, how many houses were you to go?

Sample Item Number Three

Given the following verse (read aloud by the test administrator): "Coeds' skirts are now so short--that watching legs is no more sport."

- (a) What was the probable sex of the author?
- (b) What was the central message of the verse, in your own words?

Sample Item Number Four**

Given the following passage (read aloud by the test administrator):

"Dr. Charles Irvin tested 1,400 Michigan State college freshmen before and after listening training. Poor to above-average listeners before training improved the most. Listening-trained students improved 9-12 percent, 9-12 percent over non-listening trained students. Listening does improve through training.

*Larry Barker. *LISTENING BEHAVIOR*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971, pp. 146-148.

"In another study, Dr. Arthur Heilman gave students a listening test. Next, they were taught six lessons in listening. Then, they took a second listening test. Students receiving listening training improved greatly over students without training. Students with low listening scores and high IQ's improved more than other groups."

Answer the following questions concerning this passage:

(a) In Dr. Charles Irvin's study conducted at Michigan State, the greatest gain in listening ability was made by the:

1. poor listener group
2. poor to above average listener groups
3. very poor to below-average groups
4. above-average to good listener groups
5. good listener group

(b) Dr. Charles Irvin and Dr. Arthur Heilman's studies primarily support the statement:

1. Listening is not closely related to hearing acuity.
2. The highest scores among a group of listeners were about six times higher than the lowest scores.
3. Listening is the most important skill that needs to be taught.
4. Listening ability can be improved through training.
5. Silence is an aural symbol.

(c) Dr. Charles Irvin and Dr. Arthur Heilman's studies compared groups with training in listening to:

1. groups with no training in listening.
2. groups with hearing problems.
3. groups competent in English literature.
4. groups of effective speakers.
5. none of the above.

**This passage is an excerpt from a listening comprehension test developed by Robert J. Kibler in "The Impact of Message Style and Channel in Communication," unpublished dissertation, The Ohio State University, 1962. It is reproduced here by permission of the author.

LISTENING TEST

INSTRUCTIONS: Try this listening game to see how well you understand directions and how quickly you can follow them. Some of the questions are nonsense, but they are a good test of your listening ability. Number your paper from 1-9. The teacher will read each direction once only, pausing briefly for you to follow it. This is a listening test.

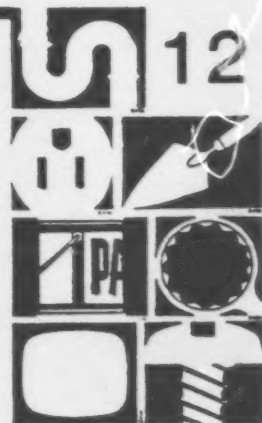
1. Write yes no matter with what letter your name begins.
2. Of the words hammer and nail, write the shorter.
3. Write no even if you think cement is heavier than feathers.
4. Write the numbers, 2, 7, 9, 5, 8 and circle the largest.
5. If you circled 7, make a square; if not, make a cross.
6. If screwdrivers screw screws, complete this sentence correctly: Hammers pound _____.
7. If $3 \times 2 = 8$, make a circle; if not, make two dots.
8. Give the wrong answer to this question: "Does wood come from trees?"
9. If Washington was not the first President of the United States, write the shorter of the words red and green; if he was, sign your name.
10. Have students give oral directions for locating a certain unnamed business house in the vicinity. The other students should be able to place the business if the directions are clear.

LISTENING FOR DETAILS

Place exercise on tape or cassettes.

- A. "Spark, about plug, gauge, feelers (Pause). The second word started with 'S.' True or False?"
- B. "Mr. Anderson forgot to take the test leads for demonstrating the no-load bench test, although he remembered to take the cranking motor, battery, bench vise, and test instruments. (Pause.) What did he forget?"
- C. "My brother John and my sister Mary went with Lois and Alex to the fair. Helen stayed home. (Pause.) What was the sister's name? What was the brother's name?"
- D. "In Room 646 there's a stack of books on the top right-hand shelf. Bring to this room all the books whose titles start with 'C,' and put those whose titles start with 'T' on the lower left-hand shelf. (Pause.) Would you go to Room 664, 464, or 646? (Pause.) Would you put the titles that start with 'T' on the upper right-hand shelf or the lower left-hand shelf?"

Listening To Content



"Surely human affairs would be far happier if the power in man to be silent were the same as that to speak. But experience more than sufficiently teaches that men govern nothing with more difficulty than their tongues."

Spinoza



A LISTENER PARTICIPATES WILLINGLY AND ACTIVELY.

Your attitude, feelings, or lack of awareness may be your biggest barriers to effective listening. To improve your hearing remember these tips for better listening.

1. Be ready to listen. Stop talking to others. Make a habit of having paper and pencil handy in case you wish to record important facts, figures, and ideas. Don't waste time, however, trying to write down every detail. Trying to write everything may keep you from hearing anything.
2. Begin listening at once. Many people state their central idea at the beginning. Don't miss it.
3. Concentrate on the person talking and on what s/he is saying. Pay no attention to your neighbors or to any distracting elements. Switch off any personal worries or plans which might interfere with your listening. Move closer to the speaker if you cannot hear easily.
4. Hear the words and ideas exactly as they are expressed. Be careful that you are not guessing about what was said or hearing it as you want to hear it. Question, if possible, if you become confused or to verify what you heard.
5. Repeat some parts in your own words to reinforce what you want to remember.



LISTENING TO CONTENT

ACTIVITY

"Mission Accomplished"

SKILL DEVELOPED: Processing Oral Directions

OBJECTIVE: Students will be able to finish a task after receiving oral directions from a classmate.

SAMPLE ACTIVITY*:

Divide the class into "Doers," "Tellers," and "Checkers." The doers will be doing, the tellers will be telling, and the checkers will be watching . . . then everyone will switch roles and repeat.

Some Activities to Try

- Perform accumulative multiplication on the calculator using the memory.
- Change the ribbon on a typewriter.
- Center a word in the middle of a page (horizontally and vertically).
- Using a cash register slip determine the amount of cash short and over.
- Remove a 3 letter word from a line of typing and insert a 4 letter word.
- Take the ribbon off a calculator and put it on again.

RULES: Teller must not touch doer or equipment.
Doer must do exactly what teller says even if it is wrong.
Checker must not touch doer or teller.
must not re-explain or clarify instructions.
must make sure teller and doer follow the rules.
must give a report to the class of effective words/instructions/approaches that were used successfully.

EVALUATION:

Have checkers report what happened for each task.

Discuss with group what makes listening easy or difficult when receiving instructions.

*This activity suggested by Chuck Thompson of Sweet Home High School.

LISTENING FOR CONTENT

ACTIVITY

"Follow My Lead"

SKILL DEVELOPED: Processing Oral Directions

OBJECTIVE: Students will follow and interpret oral directions by filling out sales receipts.

SAMPLE ACTIVITY:

Pass out appropriate sales receipts to students and instruct them to listen to directions so they can fill out receipts correctly.

Play the taped directions.

DIRECTIONS: "On your handout you see two blank forms labeled sales receipt #1 and sales receipt #2. Listen carefully and write up the first receipt as you are given the directions.

1. In the center of the first line, put your initials in the box under the words "sold by."
2. Your customer number, "33," should be written in the box under the words "customer order no."
3. In the upper right hand corner under the word "date" put the date "5/12/82."
4. Put the name "Roger Johnson" under line "sold to."
5. Under the first line called "address" write "7612 Olive Street."
6. On the line below the street address, write "St. Louis, MO 63101."
7. Put a check in the box labeled "cash."
8. Under the word "quantity" write "one" on the first line.
9. Go across on the same line and under the word "description" write "pair of slacks."
10. Go across on the same line further and under box "price" write "\$7.99."
11. Continue across on the same line further, and under the word "amount" put a number "seven" in the small box on the left and the number "nine" in the small box on the right. The slacks cost \$7.99.
12. On the last line under the "description" column write the word "total."
13. Add the numbers in the amount column and put the total on the last line across from the word "total."

The directions are now complete for the first sales receipt."

Were there any obstacles in your listening environment; and, if so, how did you deal with them? (talking classmates, hissing of tapes, etc.)

Did you listen carefully to each step and ask to have the step repeated if you did not understand?

What did you write down so you could remember what to do later?
(names, dates, numbers)

CORRECT RESPONSE TO SALES RECEIPT #1

CUSTOMER ORDER NO.	33	DATE	5/12/82
SOLD TO		Roger Johnson	
ADDRESS		7612 Olive Street	
		St. Louis, Mo. 63101	
SHIP TO			

[illegible]

ALL CLAIMS AND RETURNED GOODS MUST BE ACCOMPANIED BY THIS BILL

For the second receipt, I will give you the information--not in any special order. Fill in the receipt as the instructions were given for the first receipt.

Your customer, Peggy Brown, of 700 Park Street in Mill City, CA., bought two ties for \$2.50 each. She also bought four pairs of socks at \$.69 a piece. The customer order was 17. The date is 10/17/82. The customer gave you a \$10 bill.

CORRECT RESPONSE TO SALES RECEIPT #2

[illegible]

An English cub reporter, reprimanded for relating too many details, and warned to be brief, turned in the following:

"A shooting affair occurred last night. Sir Dwight Hopeless, a guest at Lady Penmore's ball, complained of feeling ill, took his hat, his coat, his departure, no notice of friends, a taxi, a pistol from his pocket, and finally his life. Nice chap. Regrets and all that sort of thing."

Prochnow, SPEAKER'S TREASURY . . .



THE EFFECTIVE LISTENER USES THE SPEAKING-LISTENING RATE DIFFERENCE TO ADVANTAGE.

We talk at the rate of 125-150 words per minute, but we think at the rate of 500-800 words per minute. Our brains handle information faster than it can be received; thus, we have plenty of time to daydream. Good listeners focus on the central ideas, recognize the language in which central ideas are stated, and distinguish ideas from examples. Avoid daydreaming and listen carefully.

1. Think ahead and anticipate the direction of the message. Try to recreate the speaker's outline in your mind or in your notes.
2. Pay close attention to the speaker's opening as the main idea, major points, plus solutions may be given.
3. Keep track of supporting materials like anecdotes, statistics, quotations, that make the main idea clear.
4. Listen for transitional words that indicate order of importance of ideas, i.e. "first," "second," "last."
5. Listen for emphasis, repetition, and organization pattern.
6. Relate information to your own experience. "Sure, that happened to me."
7. Visualize as you listen--create pictures in your mind of what the speaker says.



REMEMBER . . .

Hang in there and concentrate.



LISTENING FOR CONTENT

ACTIVITY

"Just Get the Facts"

SKILL DEVELOPED: Improving listening concentration.

OBJECTIVE: Students will recall most important ideas received from a phone call.

SAMPLE ACTIVITY:

INSTRUCTIONS TO STUDENTS: "Listen closely to the following telephone conversation I have taped for you. You may take notes during the conversation. After the conversation is completed, please write down the important information on the telephone form I gave you."

EXAMPLE

"This is (Joe Jones). Will you please tell Mr. Thomas that I will meet him by the gate on Highway 99 at the Green Junk Yard at 1:30 on Friday. I think I can help him find that rear view mirror for his Ford Falcon pickup. In case he isn't driving his pickup, have him bring the Ford's model number. It might help us locate some other parts he might need. Oh, yes, and tell him that I might have Pete Smith with me. He is interested in talking to us about our cars. Who knows, maybe he wants to offer us a good price. Thanks very much."

EVALUATION:

Have students list on the chalkboard items that require special attention, such as:

Names -	Joe Jones called for Mr. Thomas
Place -	Gate on Highway 99, Green Junk Yard
Time -	1:30, Friday
<u>Directions</u> -	Bring along Ford's model number. Pete Smith will meet us--possible buyer for cars.

Provide students with **Form R**, and discuss before repeating activity with other telephone calls.

*** PHONE-O-GRAM[®]** for:

Form R

M _____ of _____
☐ Telephoned ☐ Returned your call ☐ Came in
☐ Will call again ☐ Please return the call ☐ See me

Message: _____

Phone: _____ Date _____ Time _____ By _____

*** PHONE-O-GRAM[®]** for:

M _____ of _____
☐ Telephoned ☐ Returned your call ☐ Came in
☐ Will call again ☐ Please return the call ☐ See me

Message: _____

Phone: _____ Date _____ Time _____ By _____

*** PHONE-O-GRAM[®]** for:

M _____ of _____
☐ Telephoned ☐ Returned your call ☐ Came in
☐ Will call again ☐ Please return the call ☐ See me

Message: _____

Phone: _____ Date _____ Time _____ By _____

TO _____

DATE _____ TIME _____

WHILE YOU WERE OUT

_____ CALLED

OF _____

PHONE _____

TELEPHONED		IN PERSON TO SEE YOU	
PLEASE CALL		WANTS TO SEE YOU	
WILL CALL AGAIN		RETURNED YOUR CALL	

MESSAGE _____

TAKEN BY _____

Form R-2

TO _____

DATE _____ TIME _____

WHILE YOU WERE OUT

_____ CALLED

OF _____

PHONE _____

TELEPHONED		IN PERSON TO SEE YOU	
PLEASE CALL		WANTS TO SEE YOU	
WILL CALL AGAIN		RETURNED YOUR CALL	

MESSAGE _____

TAKEN BY _____

FORM CS 51819

FORM CS 51819

LISTENING FOR CONTENT

ACTIVITY

"Little Piggy to Market"

SKILL DEVELOPED: Improving Listening Concentration

OBJECTIVE: Students listen to a 3-5 minute talk and show their understanding of its organization pattern by summarizing the major points.

SAMPLE ACTIVITY:

Tape a well-organized 3-5 minute talk in your subject area, i.e. Type of Consumer Goods, Differences between Businesses that Market Services, Methods of Copying and Duplicating, Types of Copiers. (See Form S.)

Discuss with class how to listen more effectively for major points. (See p. 95.)

INSTRUCTIONS TO STUDENTS: "We have reviewed the importance of concentrating and how to listen for main ideas. Now, please listen to the talk on this tape; and, using your listening guide (Form T) jot down the main idea of the speech and as many of the subordinating ideas as you can."

SAMPLE SPEECH
See Form S

EVALUATION:

Discuss with class main ideas, subordinate ideas, and details of speech.

FOLLOW-UP:

After reviewing on chalkboard major ideas and subordinating details of your speech, provide students with resources such as texts, handouts, outlines (share your speech outline). Have each student prepare a talk. Record each talk and play back in groups of 3-5 students. Each student will identify main points in each presentation.

SUGGESTION:

If students have difficulty pinpointing a topic, use the textbook and divide a chapter into several sections. Let pairs of students or individuals be responsible for outlining and recording material for their speeches.

Sample Speech

INTRODUCTION

Attention statement: Most of us have heard that familiar rhyme . . . "This little piggy went to market, this little piggy stayed home, this little piggy had roast beef, and this little piggy had none."

Involvement statement: But, how many of you really wondered about the little piggy that went to market? What does market mean? Is it the slaughterhouse? Or, is it a place where meat and groceries are sold. In business, the term market is used in many different ways.

Purpose: Today I am going to tell you why marketing is many things.

Preview: Marketing is made up of at least five activities or functions.

BODY

- I. Business firms produce goods and services to sell them.
 - A. Firms must sell
 - B. Buyers are not easy to please
 1. Want goods and services how they want them
 2. Want credit, free parking, gift boxes, trading stamps, etc.
 - C. Have to be convinced to buy
- II. Marketing is a series of activities or functions.
 - A. Processing--putting goods into forms buyers want
 1. Fabrics that won't wrinkle
 2. Potatoes into chips
 - B. Packaging sells products
 1. Keeps in good condition (i.e. crackers and sugar)
 2. Makes people want product (i.e. tubes, spray cans)
 - C. Storing makes product available year around
 1. Apples
 2. Wheat
 - D. Transporting puts goods where people can buy them
 1. Bananas from South America
 2. Repairmen who service goods
 - E. Advertising
 1. To let people know about services
 2. To make people want product

CONCLUSION

Review: So we can see why marketing is many things. A product must be processed, packaged, stored, transported, and advertised before you, the buyer, will buy it.

Clincher Statement: The next time you hear this simple rhyme "This little piggy went to market, this little piggy, etc." you will remember marketing is not a simple process.

LISTENING GUIDE FOR A SHORT TALK

1. How did speaker capture your attention? (example, story, joke, literary quotation, analogy, shocking statement, etc.)
2. What was the purpose or main idea of the talk. (This usually occurs early in the presentation and also in the conclusion.)
3. List subordinating points or ideas covered under the main idea. (Listen for clues such as "first," "second," "third," "next," etc.)
4. What examples did the speaker use to make you visualize or create pictures in your mind?

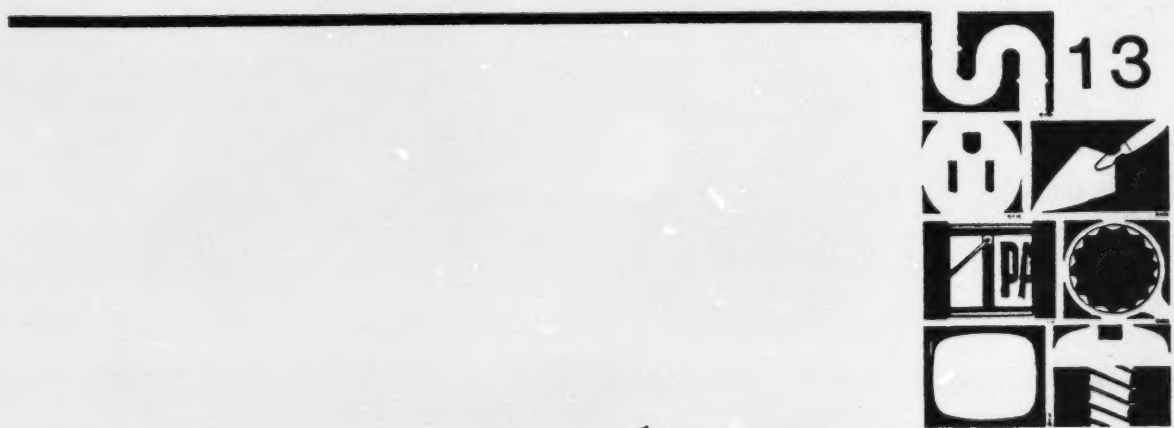
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4. What examples did the speaker use to make you visualize or create pictures in your mind?

ANSWERS FOR LISTENING GUIDE
FOR SAMPLE SPEECH

1. used nursery rhyme
2. marketing is many things
3. processing, storing, advertising, packaging, transporting
4. fabrics won't wrinkle, apples, potatoes, "little piggy,"
bananas

Listening To Intent



13

*"To say nothing, especially when speaking,
is half the art of diplomacy. (Think twice
before you say nothing.)"*

Will and Ariel Durant



AN ACTIVE LISTENER IS AWARE OF THE SYMPTOMS OF POOR LISTENING.

Most people recognize when someone else is not listening, but it is difficult to recognize your own listening behavior.

1. Listen for all facts before arriving at a decision. You can make a fair evaluation of a speaker's ideas only after you've heard all that s/he has to say.
2. Don't stop listening if speaker presents views which conflict with yours.
3. Weigh and consider ideas; don't always contradict or refute, nor always believe or take for granted.
4. Don't be misled by any of the following:
 - a. Misleading evidence - If speaker claims tests by doctors show Bayer is best, ask what doctors? What tests?
 - b. Loaded language - Words with an emotional content make you angry or happy. Positive words like "clean" or "glamorous" in advertisements lure you to buy cosmetics. "Communism" or "enslavement" used by a politician may cause a negative reaction.
 - c. Underlying attitudes - If you "listen between the lines" you can pick up sarcasm or unspoken feelings, i.e. your friend calls you a big spender. Is he teasing or does he mean it?
5. Avoid blaming speaker if you can't hear or understand. "What a monotonous voice. I wish she would stop flopping her arms."

LISTENING FOR INTENT

ACTIVITY

"The Customer Is Always Right"

SKILL DEVELOPED: Analyzing for Inconsistency

OBJECTIVE: Student will be able to list examples of good and poor listening habits after viewing a customer complaint situation.

SAMPLE ACTIVITY:

Review "Good Listeners Ask the Right Questions," (Form V). Have volunteer students, other teachers, or community persons role play a customer complaint situation.

OR

Video-tape a simulated situation in the actual work place.

Direct students to fill out "Listening Evaluation Guide" (Form W) as they listen and observe the role played situation.

SITUATION: In a scene simulating a repair shop, two people are talking across a counter. One person, a customer, is wildly exaggerating the defects of some equipment and the causes. The other person, the technician, asks questions to clarify the nature of the defects and the relationships of the causes to the defects. The conversation ends with the customer walking out of the shop threatening to sue the shop for not honoring the warranty.

EVALUATION:

Have students share their observations and give reasons for their conclusions.

Students recount the questions that were used in the simulation.

Have students generate the questions they would have asked to get information. (The teacher should point out the importance of asking questions that will reveal inconsistent facts, illogical conclusions, etc.)

Remind students that customers will not return if they feel that their complaints have not been handled fairly.

*A salesperson (handling complaints) cannot go wrong if three rules are obeyed:

1. Apologize without faulting the store.
2. Correct the error if you can.
3. Refer questionable or complicated cases involving possible refunds or exchanges to your supervisor.

**Reprinted with permission of Kenneth Rowe and Eugene Dorr. COMMUNICATIONS IN MARKETING. New York: McGraw-Hill Book Company, 1978, p. 116.*

"Good Listeners Ask the Right Kind of Questions"**COMMUNICATION STOPPERS**

1. Put the other person on the spot.
"You haven't held any job for very long, have you?"
2. Tell the other person the answer you want.
"Nobody has anything to say, have they?"
3. Ask for either "yes" or "no."
"Do you want the job or not?"
4. Probe further than necessary.
"What do you think about the quality of Ann's work?"
5. Arouse defensive behavior.
"Are you responsible for the poor typing on this report?"

**COMMUNICATION PROMOTERS**

1. Try an open-ended question.
"How did you feel when that happened?"
2. Try clarifying the purpose.
"Because we are considering a promotion Vicky, we'd like your opinion of your work."
3. Start from common ground.
"Do you know about our retirement policy, or would you like a brief explanation?"
4. Come from what the other person has already said.
"Would you like to go into that aspect more?"
5. Focus on what the person is feeling about what s/he is saying.
"Why does it seem to you that your office staff does not appreciate your extra efforts."

Adapted with permission from Jean Michulka, *LET'S TALK BUSINESS*. Cincinnati, Ohio: Southwestern Publishing Co., 1978.

A. _____

B. _____

Participant's Names

Listener's Name

"LISTENING EVALUATION GUIDE"

Check the appropriate column if you noted any of these listening behaviors by the participants in this situation.

	Participant A	Participant B
1. Summarized what a previous speaker said before commenting.		
2. Looked directly at the speaker.		
3. Gave verbal signals such as "um hum," "go on," etc.		
4. Asked questions about what the speaker said.		
5. Leaned forward to increase concentration.		
6. Reflected to the speaker what s/he was feeling.		
7. Gave nonverbal signals of attentive interest.		
8. Started to interrupt and then continued to listen.		
9. Gave positive reinforcement by smiling, head nodding, touching, etc.		
10. Used inconsistent tone of voice.		

List some of the questions asked by:

PARTICIPANT A

PARTICIPANT B

List any emotional words stated by:

PARTICIPANT A

PARTICIPANT B

LISTENING FOR INTENT

ACTIVITY

"Fact vs. Opinion?"

SKILL DEVELOPED: Analyzing for Inconsistency

OBJECTIVE: Students will be able to identify statements of fact and opinion in an interview.

SAMPLE ACTIVITY:

Invite a personnel officer from the community to conduct mock interviews in the classroom. Ask interviewer to explain any policies regarding reporting time, vacation time, overtime, holidays, fringe benefits, salaries, leaves of absence, tardiness, absenteeism, etc.

Students should have background information on job interviewing.

Plan to have equipment to tape interviews for future analysis.

Select three volunteer students to be interviewed by the personnel officer.

Plan with each volunteer to make a contradictory statement or to exaggerate age or experience.

Volunteer students leave the room and enter one at a time to be interviewed.

Interviewer conducts the three interviews.

EVALUATION:

Interviewer may comment on the three interviews. Class may discuss with the interviewer techniques used.

Following departure of the interviewer, teacher asks questions. Students identify answers as fact or opinion.

- a. In (Company A), do you have to present a doctor's note if you are absent from work due to illness?
- b. How might a supervisor react to your returning to your desk minutes late from lunch?
- c. From the interview with (Alice), how many days was she absent from school during her senior year?
- d. What was the interviewer's reaction to her response?

- e. When (Mary) was interviewed, on which questions did she contradict herself?
- f. How did the interviewer react when (John) exaggerated his age/experience?

The three interviews are discussed. Statements of facts and opinion are identified.

FOLLOW-UP:

If students are still not able to identify facts from opinion see below.

FACTS ARE . . .

statements of observation.
information that can be measured.
low in abstraction and precise in detail.
expressed in reporting language.

OPINIONS ARE . . .

made almost anytime by anyone.
judgments made without sufficient data.
guesses--or what you think you know.
biased or slanted points of views.

Can you identify the following as facts or opinions?

- _____ 1. We didn't do much business today.
- _____ 2. I am certified to weld in Oregon.
- _____ 3. That was a poor paint job.
- _____ 4. Yes, that memo was given to Jane Smith.
- _____ 5. The car is small, noisy, and dark brown.

See **Form X** for additional practice.

LISTENING EXERCISE

DIRECTIONS: Underline main ideas. Place checks over subordinate ideas. Circle key words. Place an "O" over sentences that clearly express an opinion.

1. "You must be very careful when operating this machine. Always wear safety glasses. Make sure your working area is clean. Always keep the safety guard down. Many people have been seriously hurt running this machine. It can be very dangerous to a careless worker."
2. "I think working outdoors is a lot better than spending time in a stuffy office. Being outdoors makes me feel free and my own boss."
3. "People like it when you remember their names. A good way to help yourself remember a name is to use it immediately when you are introduced. For example, say 'How do you do, Mr. Jones?' instead of just 'How do you do?'"
4. "If, during the day, you do not have much to do, you can clean your desk, work on filing, or type these letters. The main thing is to be on time in the morning and available to answer phone calls. The job may seem boring to some people. But others have found it comfortable to establish their own agendas."
5. "Yes, I can give you a better paint job for your car. It may cost more, but the quality of paint and workmanship will be higher than my competitor."
6. "That number isn't in the book so the shop must not have a phone."
7. "Yes, the carburetor only cost \$5.00. That was a good deal. I may have to go back there again."

ANSWERS TO EXERCISE

1. "You must be very careful when operating this machine. Always wear safety glasses. Make sure your working area is clean. Always keep the safety guard down. Many people have been seriously hurt running this machine. It can be very dangerous to a careless worker."
2. "O"
"I think working outdoors is a lot better than spending time in a stuffy office. Being outdoors makes me feel free and my own boss."
3. "People like it when you remember their names. A good way to help yourself remember a name is to use it immediately when you are introduced. For example, say 'How do you do, Mr. Jones?' instead of just 'How do you do?'"
4. "If, during the day, you do not have much to do, you can clean your desk, work on filing, or type these letters. The main thing is to be on time in the morning and available to answer phone calls. The job may seem boring to some people. But others have found it comfortable to establish their own agendas."
5. "Yes, I can give you a better paint job for your car. It may cost more, but the quality of paint and workmanship will be higher than my competitor."
6. "O"
"That number isn't in the book so the shop must not have a phone."
7. "O"
"Yes, the carburetor only cost \$5.00. That was a good deal. I may have to go back there again."



WHEN YOU CAN LISTEN TO YOURSELF, YOU HAVE BECOME AN ACTIVE LISTENER.

Listening to what you say and how you respond to others provides you with self-knowledge. To improve your listening with yourself, with one other individual, or with many individuals, practice (1) paraphrasing, and (2) checking your perceptions.

1. Paraphrasing is testing the speaker's meaning. Ask if the meaning is what was intended.

Jane: "I hate this job."

Mary: "Does it bore you, or is it too demanding?"

Jane: "No, I don't feel needed."

Paraphrasing is giving at least two specific examples to illustrate the speaker's intent.

Pete: "This machine shop has too many rules."

Teacher: "Do you mean we should do away with the rules of gum chewing and running in the aisles?"

Pete: "Yes, and I don't like the one about being late."

2. Check your perceptions by focusing on what the speaker is feeling, and then describe the feeling without approval or disapproval.

"Betty is bored with our discussion."
(Mind reading and accusation)

"Betty, I sense someone said something that annoyed you.
Am I right?"

(Feeling is identified as "annoyed." Questions are asked for perception check.)



LISTENING FOR INTENT

ACTIVITY

"Listen for Feelings"

SKILL DEVELOPED: Pays Attention to What is Not Said

OBJECTIVE: Students identify facts and feelings in selected statements.

SAMPLE ACTIVITY:

Have students read article "Thanks for Listening" as an appropriate introduction to this activity (Form Y).

Tape or read aloud 15 statements (see below).

TAPE EXAMPLES: "You will soon hear fifteen statements that people might make. Listen to each one and listen carefully for the possible feeling behind the words.

"On a piece of paper write down the number of the statement and any and all feelings you think you hear in the statement. **Write in only feelings, not content.** Try to identify the feeling with a single word; but, if you need to use a phrase, feel free to do so.

"Do you have any questions?"
(Turn off the tape to answer students' questions.)

"Listen carefully to each of the following statements and write your response on your paper. I will not turn off the tape again, but I will allow you time to respond after each statement."

#1. "I wonder if I ought to start looking for another job. They're reorganizing the company, and what with drop-in business and all, maybe this is one of the jobs they'll cut back on. But, if my boss finds out I'm looking around, maybe he'll think I don't like it here and let me go anyway."

(Allow at least 10-15 seconds between each statement for student response.)

#2. "That's really a beautiful dress! Where'd you get it?"

(Allow time for response.)

#3. "I said I'd do the collecting for him; but, I sure don't feel like it. But I owe him a favor so I guess I'll have to do it."

(Allow time for response.)

- #4. "I've got a report due tomorrow, an exam the next day, rehearsals every night this week, and now a meeting this afternoon. I don't think I can even fit in eating, and this has been going on all month."

(Allow time for response.)

- #5. "Sure she gets better grades than I do. She only has two classes, and all she has to do is study. I have to work a job and go to school, too. And I don't have anyone to support me."

(Allow time for response.)

- #6. "I can't understand why they haven't written. They've never been gone this long without at least a card; and, I don't even know how to get in touch with them."

(Allow time for response.)

- #7. "Thanks for a great meeting. The dinner was fantastic; so was the entertainment. Let's do it again."

(Allow time for response.)

- #8. "My daughter got straight A's this year, and the high school has a reputation for being very hard. She's a natural student; but, sometimes I wonder if she isn't all books. I wish I could help her get interested in something besides studying."

(Allow time for response.)

- #9. "Boy, the teacher tells us he'll mark off on our grade every time we're late, but it doesn't seem to bother him when he comes in late. He must figure it's his privilege."

(Allow time for response.)

- #10. "I worked up that whole study--did all the surveying, the compiling, the writing. It was my idea in the first place; but, he turned it into the head office with his name on it, and he got the credit."

(Allow time for response.)

- #11. "I don't know whether I'm doing a good job or not. She never tells me if I'm doing well or need to work harder. I sure hope she likes my work."

(Allow time for response.)

- #12. "She believed everything he said about me. She wouldn't even listen to my side, just started yelling at me."

(Allow time for response.)

- #13. "Look, we've gone over and over this. The meeting could have been over an hour ago if we hadn't gotten hung up on this one point. If we can't make a decision, let's table it and move on."

(Allow time for response.)

- #14. "Look, I know I acted like a rat. I apologized, and I'm trying to make up for it. I can't do anymore, can I? So, drop it!"

(Allow time for response.)

- #15. "How can I tell him how I really feel? He might get mad and then we'd start arguing. He'll think I don't love him if I tell him my real feelings."

(Allow time for response.)

"That is the last statement on this tape."

DIRECTIONS TO STUDENTS: "I want you to join two other students and compare your list of feelings with the others. Find the areas in which you generally agree. Discuss the questions I've written on the chalkboard:

"Did you find you weren't hearing all the feelings others heard?
How many experienced the same feelings?"

EVALUATION:

With the entire group of students listening, have individuals report the findings of the smaller groups. Play the tape again and see if a general consensus can be reached in the class on the feeling in each statement. Discuss why sometimes it is possible to identify the predominate feeling and why sometimes it is not.

FOLLOW-UP:

Have students read and react to article, "They Learn to Aid Customers by Becoming Good Listeners." (Form Z)

Statements from Ron Adler and Neil Towne. LOOKING OUT/LOOKING IN. New York: Holt, Rinehart and Winston, 1978, pp. 215-216.



Erma Bombeck

Syndicated Columnist

Form Y

Thanks for listening

It was one of those days when I wanted my own apartment. . . unlisted.

My son was telling me in complete detail about a movie he had just seen, punctuated by 3,000 "You know's?" My teeth were falling asleep.

There were three phone calls — strike that — three monologues that could have been answered by a recording. I fought the urge to say, "It's been nice listening to you."

In the cab from home to the airport, I got another assault on my ear, this time by a cab driver who was rambling on about his son whom he supported in college, and was in his last year, who put a P.S. on his letter saying, "I got married. Her name is Diane." He asked me, "What do you think of that?" and proceeded to answer the question himself.

There were 30 whole

beautiful minutes before my plane took off. . . time for me to be alone with my own thoughts, to open a book and let my mind wander. A voice next to me belonging to an elderly woman said, "I'll bet it's cold in Chicago."

Stone-faced I answered, "It's likely."

"I haven't been to Chicago in nearly three years," she persisted. "My son lives there."

"That's nice," I said, my eyes intent on the printed page of the book.

"My husband's body is on this plane. We've been married for 53 years. I don't drive, you know, and when he died a nun drove me from the hospital. We aren't even Catholic. The funeral director let me come to the airport with him."

I don't think I have ever detested myself more than I did at that moment. Another human being was screaming to be heard and in desperation had turned to a cold stranger who was more interested in a novel than the real-life drama at her elbow.

All she needed was a listener. . . no advice, wisdom, experience, money, assistance, expertise or even compassion. . . but just a minute or two to listen.

It seemed rather incongruous that in a society of super-sophisticated communication, we often suffer from a shortage of listeners.

She talked numbly and steadily until we boarded the plane, then found her seat in another section. As I hung up my coat, I heard her plaintive voice say to her seat companion, "I'll bet it's cold in Chicago."

I prayed, "Please God, let her listen."

Why am I telling you this? To make me feel better. It won't help, though.

THEY LEARN TO AID CUSTOMERS BY BECOMING GOOD LISTENERS

Do you need someone to listen to your troubles?
Have your hair done.

Beauty salon chairs may be to today's women what conversation-centered backyard fences were to their grandmothers and psychiatrists' couches are to their wealthier contemporaries.

"We are not as family-oriented as our ancestors were," says counselor-trainer Andy Thompson. "They listened to and helped each other. Now that we have become a society of individuals isolated from one another by cars, telephones, jobs and the like, we have had to find other listeners."

Community training program director for Crisis House, Thompson has designed and is conducting human relations training sessions for workers to whom customers tend to unburden their woes most frequently—cosmetologists, bartenders and cabdrivers.

□ □ □

"People can definitely help others just by letting them talk," he said. "Relatives, friends or spouses who listen do a lot to keep the mental health of this country at a reasonable rate. Workers in situations that encourage communications can make the same meaningful contribution."

Thompson explained that his training is not meant to replace, or be confused with, professional treatment or counseling. His students fill a gap between family and professionals.

"There are not enough psychiatrists or psychologists to go around," he said. "And, some professionals become so technical that their help doesn't mean much to persons who just need a someone who will let them get problems and questions out in the open where they can look at them."

Thompson's first course of training, completed recently, was for cosmetologists.

□ □ □

From "San Diego Union"

The human relations training program attempts to make the most of these built-in assets by using a method Thompson calls "reflective listening."

"The purpose is to let the customer talk enough to clarify her own thinking," he said. "We are not interested in having cosmetologists tell women what to do, but to give them a chance to choose their own course of action."

"There is a tendency among listeners to try to rescue a person with problems and pull them out of negative situations. People don't really want that. They just want to discuss what is on their minds and reach their own conclusions."

Cosmetologists are taught to use phrases that aid customers in analyzing their thoughts. Some of the phrases are, "You seem to think . . ." "You sound like . . ." "You appear to be . . ." "As I get it, you . . ." and "It must seem to you that . . ."

There also are barriers to conversation that the cosmetologists are taught to avoid.

"A constant bombardment of questions can disrupt communications," Thompson said. "Commands will have the same effect. Many of them are impossible to follow anyway."

"How many can respond to orders to 'Stop feeling depressed,' 'Don't be so upset,' or 'Don't think about it.'"

"The same applies to negative criticism, 'That's dumb,' for instance; and evaluations, such as 'Oh, you're just confused.'"

"Comments that seem threatening—'You had better stop feeling sad,' as an example—will end a conversation as quickly as changing the subject or not paying attention."

Classes for bartenders, to be held Nov. 16-18, and cabdrivers, set for Dec. 7-9, at National University, will be similar to those given the cosmetologists.

LISTENING FOR INTENT

ACTIVITY

"This Is a Fact. That Is a Feeling."

SKILL DEVELOPED: Pays Attention to What is Not Said

Students listen to a role played situation and identify the facts and expression of feelings.

SAMPLE ACTIVITY:

Assign role playing situation to selected students the previous night for role playing the next day. (Taping each role playing will provide future situations for other classes. In a reluctant class of students, teachers may have to play the roles or use a taped script.)

When the class begins, the students do their role play while the rest of the class listens to separate facts from feelings.

SITUATION #1: A new and an experienced office worker shares an office that has a door and a window. The experienced office worker is a chain smoker; and, the new office worker does not smoke at all. The experienced officer worker insists on the door and window being closed at all times. The new office worker feels the need to have a window opened because of excessive smoke which is annoying to her. How does the new office worker overcome the situation so that both workers are happy?

EVALUATION:

Have a student summarize the facts of the case. The other students listen and correct or add to the details given by the previous student.

Another describes the feelings displayed by the two office workers. Discussion ends when the students have separated facts from feelings.

Divide the class into committees. Each committee appoints its own chairperson. Each committee conducts a buzz session to discuss what the new office worker should do.

Each committee chairperson reports orally a possible solution.

Assist the students in developing a general principle that would apply when two or more individuals share an office. (A cooperative effort is needed for a harmonious working atmosphere.)